

National Implementation Report

(As submitted by: Switzerland)

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development

Phase III: 2011–2015

The following report is submitted on behalf of the Government of Switzerland in accordance with the decision of the ECE Steering Committee on Education for Sustainable Development.

Name of officer (national focal point) responsible
for submitting the report: Beat Bringold
Head of Section Environmental Education

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Date: Oct. 2014

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Contact officer for national report (if different from above):

A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, how the stakeholders were consulted and how the outcome of this consultation was taken into account and on the material used as a basis for the report.

As a basis for this report the Federal Office for the Environment (FOEN) consulted the stakeholders listed below.

All of them, including the FOEN, were kindly asked to answer the UNECE prepared questionnaire according to their mostly partial knowledge and according to their partial area of involvement in the process of implementation of the UNECE strategy for ESD in Switzerland. By attaching the Swiss national report of 2010 to the questionnaire, the consulted stakeholders were kindly asked to focus on the changes of implementation of the Strategy for ESD since 2010. Some of the consulted stakeholders answered by writing and filling in the questionnaire according to their involvement in the process, while others preferred to exchange their knowledge and experiences since 2010 orally in their language through being interviewed. On the other hand a smaller number of consulted stakeholders rejected answering the questionnaire or being interviewed due to time constraints, lack of capacity or interest.

Furthermore, available documents related to the stakeholder's implementation of the UNECE-Strategy for ESD since 2010 in Switzerland have been taken into account. The FOEN has synthesized the information and diverse views for this report.

The following list of stakeholders and ESD specialists were consulted:

Governmental institutions (please specify):

The following governmental institutions have been consulted:

Federal Office for the Environment (FOEN); Federal Office for Spatial Development (ARE); Federal Office of Public Health (FOPH), State Secretariat for Education, Research and Innovation (SERI), General Secretariat of the Federal Department of Home Affairs (GS-EDI), Swiss Agency for Development and Cooperation (SDC), General Secretariat of the Swiss Conference of Cantonal Ministers of Education (EDK), Swiss Conference of Cantonal Minister of Education of the German-speaking Region (D-EDK), Inter-cantonal Conference of Public Education for French- and Italian-speaking Regions of Switzerland (CIIP), Swiss Commission for UNESCO.

Stakeholders: _____

NGOs (please specify):

The following NGOs, including Swiss Foundations, Associations, and Societies have been consulted:

The Swiss Foundation Éducation 21 [consists of the former Swiss Foundation for Education and Development (SBE) and the Swiss Foundation for Environmental Education (SUB)], the Swiss Foundation for Health Education (RADIX), including the Swiss Network for Health Promoting Schools (SNGS), The Environment and School Initiatives, Switzerland (ENSI); the NGO Education Coalition, the Society of Hannes Pauli (HPG) – an Association for the Promotion of General Ecology and Sustainable Development at the Universities and Higher Education institutions of the Canton of Berne, Naturama - Competence Centre and Museum for Environmental Education of the Canton of Aargau, SVS Bird Life Schweiz.

Academia (please specify):

The following academia stakeholders have been consulted:

Swiss Conference of Rectors of Universities of Teacher Education (COHEP), Swiss Universities [former Rectors' Conferences of the Swiss Universities (CRUS), of the Swiss Universities of Applied Sciences (KFH), and the Swiss Conference of Rectors of Universities of Teacher Education (COHEP)], Swiss Conference of Higher Professional Colleges (Konferenz HF), Swiss Academies of Arts and Sciences – Network of Transdisciplinary Research (td-net), Swiss Academic Society for Environmental Research and Ecology (saguf), University of Berne - Interdisciplinary Centre for General Ecology (IKAÖ), Swiss Federal Institute for Vocational Education and Training (SFIVET),

Business (please specify):

Sanu future learning AG

Other (please specify) _____

B. Report any particular circumstances that help clarify the context of the report — for example, whether the decision-making structure is federal and/or decentralized, and whether financial constraints are a significant obstacle to implementation. (This information should not exceed half a page.)

In Switzerland there is no national Ministry of Education; the decision-making power for educational matters is mainly federal and therefore with the 26 cantons of the country (e.g. basic education, universities). Hence, the Swiss Conference of Cantonal Ministers of Education (EDK) is the coordinating institution on the cantonal level. On the national level, the recently (2012) re-formed State Secretariat for Education, Research and Innovation (SERI) consists of the former Federal Office for Professional Education and Technology and the former State Secretariat for Education and Research, and is the federal government's specialised agency for national and international matters concerning education, research and innovation policy.

With regard to the implementation of the UNECE Strategy on ESD, a coordinating body has been established called the Swiss Coordinating Conference on ESD (SC ESD), consisting of seven Government Departments and Agencies (Environment, Development, Health, Human Rights, Vocational Training, Research and Development, Spatial Development, and the General Secretariat of EDK). The SC BNE is tasked with coordinating the strategy and implementation of ESD on a national and on cantonal levels, in all areas of the education system.

Funding for ESD derives mainly from the following national government institutions: FOEN, FOPH, and SDC, while ARE takes a coordinating role for sustainability matters on the national level.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<p>Because of the strong federal elements of the Swiss education system, most education legislation and curricula are decided on a cantonal level and therefore are different in each canton. Since 2006 efforts to harmonize the study programmes have been strengthened through the adoption of the inter-cantonal agreement on the harmonisation of the basic education (HarmoS). By August 2014, 15 cantons (out of 26), including all French-, Italian and bilingual speaking cantons of Switzerland, i.e. 76% of Switzerland's overall population, have acceded to the HarmoS concordate, that has started to be implemented since 2009. Seven cantons have rejected the accedence to HarmoS, whiled 4 cantons have not yet decided thereunto.</p>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The UNECE Strategy for ESD is available in German, French and Italian.
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Mr Beat Bringold, Head of Environmental Education Section Federal Office for the Environment FOEN, CH - 3003 BERN Phone: +41 58 462 92 44; E-mail: beat.bringold@bafu.admin.ch</p>
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i></p> <p>The main coordinating body for the implementation of ESD in Switzerland is the Swiss Coordinating Conference on ESD (hereafter SC ESD). The Swiss Conference of Cantonal Ministers of Education (EDK) and six national governmental bodies involved in ESD are members of the SC ESD: Federal Office for Spatial Development (ARE), Federal Office for the Environment (FOEN), Federal Office of Public Health (FOPH), General Secretariat of the Federal Department of Home Affairs (GS FDHA), Swiss Agency for Development and Cooperation (SDC) and the State Secretariat for Education, Research and Innovation (SERI). The SC ESD is operating on the strategic level, coordinating the federal and cantonal strategy for ESD-implementation on all levels of education, focussing though the compulsory school system). The implementation of the UNECE Strategy for ESD is not an explicit mandate though. Non-governmental stakeholders (Academia, NGOs, foundations and private institutions) do not have an opportunity to participate in the SC ESD. Due to the timeframe of the Swiss Action Plan on ESD (2007-2014), the continuity of the SC ESD is in discussion.</p>

¹ Issues 1 to 6 herein are in accordance with the objectives (a)-(f) set out in the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1, para. 7).

² For countries with a federal government structure, all references to "national" apply to "State", as appropriate. In this context, "data at the national level" means aggregated data received from sub-State entities.

	<p><u>Operating level:</u> In 2012 the three main government departments (FOEN, FOPH, SDC) which fund ESD activities in Switzerland, and the EDK decided to found a new operational body, called 'éducation21' in reference to Rio and the Agenda 21 process. This independent foundation is tasked with implementing ESD in the Swiss school system. It acts on behalf of the EDK, the federal government and civil society as a national competence centre for primary and upper secondary education. Éducation21 supports the implementation and consolidation of ESD. It takes over from the former Foundation for Education and Development (FED) and the Foundation for Environmental Education (FEE), which focussed on global and environmental education respectively. In addition, éducation21 concerns itself with health and political education including human rights and economics. However, the just recently re-formed foundation éducation21 started its work only as of January 2013, and therefore not much can be said about its effectiveness before the end of the UN decade on ESD.</p> <p>A further national body, the Swiss Commission for UNESCO, supports the implementation of the UNESCO Decade of Education for Sustainable Development in Switzerland. With its recognition of projects in Switzerland as activity of the world decade on ESD, the Swiss Commission for UNESCO promotes local initiatives for their commitment to ESD (e.g. public schools, local communities, etc.) and thereby contributes to the visibility of a growing process of the decade on ESD in Switzerland.</p>
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.</i></p> <p>As of Sept. 2014 there is no new action plan to implement ESD in Switzerland. The Swiss action plan for the implementation of ESD ("Massnahmeplan 2007 – 2014": German version; French version), approved by the SC ESD in 2007, is completed.</p> <p>As reported in 2010, a reference to the UNECE Strategy for ESD implementation is lacking in the Action Plan on ESD (2007-2014). Notwithstanding four measures and corresponding outcomes to implement ESD in the Swiss education system were in line with the UNECE strategy objectives: 1) integration of ESD into the regional curricula; 2) integration of ESD into teachers' education; 3) integration of ESD into quality development of the schools; 4a) integration of ESD in the running education activities by the members of the SC ESD; 4b) mutual exchange and benefit from the international cooperation in the area of ESD.</p> <p>The Sustainable Development Strategy (SD Strategy) of the Swiss Federal Council has been adopted in 2012, as part of the Swiss government's regular legislative planning cycle for the period 2012-2015: http://www.are.admin.ch/themen/nachhaltig/00262/005-28/index.html?lang=en . In chapter 10 of the SD Strategy, education, research and innovation are addressed as a priority policy of the Swiss Federal Council with an increasing budget that shall contribute to root and strengthen an understanding of sustainability in all fields and at all levels of education, including non-formal and informal education, as well as in research. With an additional new measure compared to the SD Strategy 2008-2011, the new focus for the Swiss SD Strategy 2012-2015 lies on the integration of sustainable development in the Swiss Tertiary Education System, by refining sustainability criteria in tertiary education and applying them more strictly, in teaching and research as well as in service provision and infrastructure.</p>

Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify and list major documents.</i></p> <p>There is no common coordination body at the national level for building synergies between different international and global processes on ESD or between global and national processes on ESD.</p> <p>However, synergies on ESD arose from the voluntary and informal exchange and coordination between different ESD-stakeholders in Switzerland, mainly organised by the éducation21. These fora very often include the participation and information exchange between national and international oriented ESD stakeholders (such as representatives of UNESCO, SDC, ENSI, etc.), but not on an official policy development process.</p>
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list any major document(s).</i></p> <p>ESD is reflected in the following national policy documents:</p> <p>a) Swiss Federal Council: Sustainable Development Strategy 2012-2015 (Berne, 2012): http://www.are.admin.ch/themen/nachhaltig/00262/00528/index.html?lang=en</p> <p>b) Swiss Conference of Cantonal Ministers of Education: Action plan 2007-2014: Education for Sustainable Development. (Berne, 2007): http://edudoc.ch/record/24772/files/massnahmenplan_BNE_d.pdf?ln=deversion=1</p> <p>c) Swiss Conference of Cantonal Ministers of Education: Programme of Activities 2008-2014, continuation 2014 (Berne, 2014): http://www.edudoc.ch/static/web/edk/tgpro_d.pdf</p>

³ The United Nations General Assembly in its resolution 57/254 of 20 December 2002 proclaimed the 10-year period beginning on 1 January 2005 the United Nations Decade of Education for Sustainable Development.

⁴ Policy documents may include national strategies, plans, programmes, guidelines and the like.

Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵																																	
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>If yes, please specify details for (a) and (b).</i>																																	
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please also fill in the table by ticking (✓) as appropriate.</i>																																	
	<table border="1" data-bbox="943 394 1599 815"> <thead> <tr> <th data-bbox="943 394 1413 437">ISCED levels</th> <th data-bbox="1420 394 1509 437">(a)</th> <th data-bbox="1516 394 1599 437">(b)</th> </tr> <tr> <td></td> <td data-bbox="1420 442 1509 469"><i>Yes</i></td> <td data-bbox="1516 442 1599 469"><i>Yes</i></td> </tr> </thead> <tbody> <tr> <td data-bbox="943 474 1413 517">0. Early childhood education</td> <td data-bbox="1420 474 1509 517"></td> <td data-bbox="1516 474 1599 517"></td> </tr> <tr> <td data-bbox="943 521 1413 564">1. Primary education</td> <td data-bbox="1420 521 1509 564"></td> <td data-bbox="1516 521 1599 564">✓</td> </tr> <tr> <td data-bbox="943 569 1413 612">2. Lower secondary education</td> <td data-bbox="1420 569 1509 612"></td> <td data-bbox="1516 569 1599 612">✓</td> </tr> <tr> <td data-bbox="943 617 1413 660">3. Upper secondary education</td> <td data-bbox="1420 617 1509 660">(✓)</td> <td data-bbox="1516 617 1599 660">✓</td> </tr> <tr> <td data-bbox="943 665 1413 708">4. Post secondary non-tertiary education</td> <td data-bbox="1420 665 1509 708"></td> <td data-bbox="1516 665 1599 708"></td> </tr> <tr> <td data-bbox="943 713 1413 756">5. Short-cycle tertiary education</td> <td data-bbox="1420 713 1509 756"></td> <td data-bbox="1516 713 1599 756"></td> </tr> <tr> <td data-bbox="943 761 1413 804">6. Bachelor's or equivalent level</td> <td data-bbox="1420 761 1509 804"></td> <td data-bbox="1516 761 1599 804"></td> </tr> <tr> <td data-bbox="943 809 1413 852">7. Master's or equivalent level</td> <td data-bbox="1420 809 1509 852"></td> <td data-bbox="1516 809 1599 852"></td> </tr> <tr> <td data-bbox="943 857 1413 900">8. Doctoral or equivalent level</td> <td data-bbox="1420 857 1509 900"></td> <td data-bbox="1516 857 1599 900"></td> </tr> </tbody> </table> <p data-bbox="562 836 1957 927"><u>Level 0:</u> There is no national education legislation with a reference to ESD. The inter-cantonal agreement on the harmonisation of the basic education (HarmoS-Konkordat), to which 15 of 26 cantons have yet acceded does not include an explicit reference to ESD, but references to ESD-related competencies and trans-disciplinarity. On a cantonal level the situation is different in each canton.</p> <p data-bbox="562 932 1957 1066"><u>Level 1:</u> There is no national education legislation with a reference to ESD. For 1 (b) the curriculum for the French part of Switzerland Plan d'Étude Romand (PER) has been accepted. ESD is integrated in the so-called "general studies". The process of development for a national curriculum for the German part (Lehrplan21) is almost done. It should be accepted by the end of 2014, integrating ESD as a cross-disciplinary theme.</p> <p data-bbox="562 1070 1957 1204"><u>Level 2:</u> There is no national education legislation with a reference to ESD. For 2 (b) the curriculum for the French part of Switzerland Plan d'Étude Romand (PER) has been accepted. ESD is integrated in the so-called "general studies". The process of development for a national curriculum for the German part (Lehrplan21) is almost done. It should be accepted by the end of 2014, integrating ESD as a cross-disciplinary theme.</p> <p data-bbox="562 1209 1957 1310"><u>Level 3:</u> There is no national education legislation with a reference to ESD. For 3 (a) and 3 (b) the Federal Act on Vocational and Professional Education and Training (Berufsbildungsgesetz, Art. 15 c) and the Ordinance on minimum general education requirements in VET programmes (Verordnung des SBFI über Mindestvorschriften für die Allgemeinbildung, Art. 2d) have an explicit</p>	ISCED levels	(a)	(b)		<i>Yes</i>	<i>Yes</i>	0. Early childhood education			1. Primary education		✓	2. Lower secondary education		✓	3. Upper secondary education	(✓)	✓	4. Post secondary non-tertiary education			5. Short-cycle tertiary education			6. Bachelor's or equivalent level			7. Master's or equivalent level			8. Doctoral or equivalent level		
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⁵ See <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.

	<p>reference to Sustainable Development as a learning objective. ESD is therefore part of the general studies curriculum (Rahmenlehrplan ABU, Allgemeinbildender Unterricht) for all apprentices in Switzerland. Additionally in many of the decrees for each profession there is a reference to ESD.</p> <p><u>Level 4 (Post secondary, non-tertiary)</u>: There is no reference on a national level.</p> <p><u>Level 5 (Short-cycle tertiary)</u>: There is no reference on a national level.</p> <p><u>Level 6 & 7</u>: There are no national curricula. The situation is different in each canton, and in each institution of higher education in Switzerland. Some study-programmes have a reference to ESD, others don't. This applies for Universities, Universities of Teacher Education, Universities of Applied Sciences, and Professional Education and Training Colleges, and other tertiary institutions.</p> <p><u>Level 8</u>: There are no national curricula for PhD. Some PhD-University programmes have a reference to ESD, others do not refer to.</p>
Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<ul style="list-style-type: none"> - The Sustainable Development Strategy (2012-2015) by the Swiss Federal Council includes a measure (10b) to strengthen non-formal and informal ESD, referring to the UN Decade of ESD 2005-2014 (SD Strategy 2012-2015, 2012): http://www.are.admin.ch/themen/nachhaltig/00262/00528/index.html?lang=en - The Swiss Commission for UNESCO has recognized successful and innovative ESD-projects from the formal, non-formal and informal education sector as official Swiss contribution to the UN Decade of ESD. http://www.unesco.ch/fr/comment/education/education-en-vue-du-developpement-durable/ (French)
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i>
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	In the SC ESD, which is the main coordinating body for the implementation of ESD, the main government institutions dealing with ESD are represented. The Departments of Finance and the State Secretariat for Economy, which could play an important role for ESD matters and their implementation, are not represented in the SC ESD.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	In Switzerland there is no official mandated multi-stakeholder cooperation mechanism on ESD in place. However various informal multi-stakeholder fora and meetings on ESD are organised – in particular by éducation21. Some are mainly for voluntary information exchange and networking, others are held for ESD-specific working groups aiming for coordination of their workplans.

⁶ Between State bodies.

⁷ For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>The Federal Office for Environment (FOEN), the Swiss Agency for Development and Cooperation (SDC), and the Federal Office for Health (FOPH) are supporting <i>éducation21</i> – the national competence centre on ESD - with a yearly budget of 4.86 Mio CHF (Swiss Francs).</p> <p>For the governmental Swiss Coordination Conference on ESD (SC ESD), there was an annual public budget of approx. 0.2 Mio CHF (Swiss Francs) available for ESD-matters according to the Action Plan 2007-2014.</p>
Indicator 1.3	National policies support synergies between processes related to sustainable development (SD) and ESD
Sub-indicator 1.3.1	Is ESD part of SD policy(ies) if these exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>The Sustainable Development Strategy (2012-2015) by the Swiss Federal Council includes ESD as a topic and outlines respective measures to implement ESD (Berne, 2012): http://www.are.admin.ch/themen/nachhaltig/00262/00528/index.html?lang=en%20</p>
<i>Concluding remarks on issue 1</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i>
	<p><i>Please address in particular the following questions:</i></p> <p>– <i>Which actions/initiatives have been particularly successful and why?</i></p> <p>The existence of a national Sustainable Development Strategy 2008-11 and 2012-2015, addressing explicitly ESD, as well as a national Action Plan 2007-2014 on ESD, that addresses four measures on how to integrate ESD into the Swiss school system can certainly be highlighted for objective 1. Although not all objectives of the UNECE implementation strategy are addressed by Swiss policy and regulatory frameworks the four objectives of the Swiss Action Plan 2007-2014 – 1) integration of ESD into the regional curricula; 2) integration of ESD into teachers' education; 3) integration of ESD into quality development of the schools; 4a) integration of ESD in the running education activities by the members of the SC ESD; 4b) mutual exchange and benefit from the international cooperation in the area of ESD – are in line with the UNECE strategy, and are to a certain degree successfully implemented. Secondly, the existence of a national interdepartmental coordination body (SC ESD) with mainly committed representatives from various governmental bodies favours the importance and promotion of ESD not only to be anchored in policy, regulatory and operational frameworks but also to be implemented, at least at the level of formal, compulsory school. With the decision to found a new operational body and competence centre for ESD called <i>éducation21</i>, a further important national step towards structural institutionalisation of ESD could be made, although only of recent (January 2013) <i>éducation21</i> was able to start its work.</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i></p> <p>The Swiss education system is organised federally and therefore decisions are rather taken on cantonal levels than on national level, which hampers of course the implementation of national strategies, such as on ESD. Moreover, the SC ESD has no high level political mandate either from the Swiss Government or the Swiss Parliament. Based on the lack of any public or at least political discourse on the necessity of ESD in Switzerland, the legitimisation of promoting an ESD-strategy, as well as for the process and work of na-</p>

	<p>tional stakeholders on ESD, is weak. Secondly, the SC BNE does not represent civil society, NGOs or the private sector, and therefore does not bring all necessary BNE-stakeholders in Switzerland together. Based on these limitations, the implementation process of ESD is hampered again for all school levels and certainly for crucial educational actors outside of formal schooling.</p> <p>The existing ESD policies and regulatory frameworks are not coherent enough, since they don't cover all areas and levels of education, including non-formal and informal education or vocational education, and they are not grounded in a broader participatory process of public debate, awareness and implementation process. Due to the lack of political and top-level support for ESD, the integration into regional curricula therefore is limited. That's why in the Swiss policy and strategy documents on sustainable development, ESD moreover appears as a punctual and added-on measure to regular education and curricula development, but not as an overall approach or as a systemic change or objective for the Swiss education system. This also becomes apparent in the process of current curriculum development in the French part (Plan d'Études Romain PER) as well as in the German part (Lehrplan 21) of Switzerland.</p> <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <p>From a structural and financial perspective, the four main objectives of the action plan 2007-2014, to integrate ESD in the Swiss school system, could mainly be achieved. Further support for these efforts are certainly important. In order to gain more synergies and best practice experiences during future ESD implementation, it is recommended to extend the existing focus from compulsory schooling to additional levels of education, considering objectives for: a) vocational education and training at all levels, b) different university programmes (studies and research), c) networks and linkages on ESD to the international cooperation and research exchange, and d) exploring actors and programmes from the non-formal and informal education areas. The Swiss higher education sector is yet addressed in particular by the new SD Strategy 2012-2015 (measure 10-1).</p> <p>In order to increase the legitimacy for a variety of Swiss stakeholders on ESD implementation, efforts should also be channelled into public and political debates on the importance of ESD as a systemic element on the path to achieve sustainability for our society.</p>
<p>Issue 2. Promote SD through formal, non-formal and informal learning</p>	
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p> <p>Switzerland has a federal education system, in which the education ministries of the 26 cantons have far-reaching responsibility to decide about the school system on all levels, including curricula and learning methods. Efforts to harmonize level I have been concretized recently (HarmoS), though several cantons opted not to participate in that process. Separate programmes of study for the German, French and Italian speaking regions have been prepared in the last years and are already in progress (Plan d'Étude Romand ,PER) or are planned to be introduced in late 2014 (Lehrplan21).</p>	
<p>Indicator 2.1 SD key themes are addressed in formal education</p>	

Sub-indicator 2.1.1	Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.</i></p> <p><i>Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="974 347 1572 454"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> <p>For most levels of formal education the curricula are defined on a cantonal level. With a number of 26 cantons in Switzerland, it is impossible to give an overview about the present situation. For ISCED levels 1 and 2 we have tried to give an indicative overview of the present situation.</p> <p>For ISCED levels 0, 1 and 2, language-based curricula are already developed and in progress or are in preparation. The curriculum for the French-speaking region is already defined and includes most of the mentioned key themes; they are introduced through the topics political education, health education, environmental education, and global learning. For the German- and Italian-speaking region the curricula are defined and will be introduced in late 2014.</p> <p>Due to the federal system of curricula development and the on-going process of adopting curricula for the different language regions in Switzerland, the table in appendix I (a) <i>key themes of SD that support ESD</i> can not be filled in in a meaningful way.</p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹⁰ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p>At the moment some curricula in Switzerland are not yet competence-based. Competence based learning outcomes into the study programmes of ISCED levels 0-2 have started. For the Italian- and German-speaking region the results of these efforts are yet unclear, but for the French-speaking region some ESD-related learning outcomes are included into the curriculum, which has been adopted.</p> <p>The curriculum for vocational education and training refers to The Federal Act on Vocational and Professional Education and Training (Berufsbildungsgesetz, Art. 15 c: http://www.admin.ch/opc/en/classified-compilation/20001860/index.html) and to the Ordinance on minimum general education requirements in VET programmes (Verordnung des SBFi über Mindestvorschriften für die Allgemeinbildung, Art. 2d: http://www.admin.ch/opc/de/classified-compilation/20061526/index.html). Both documents have an explicit reference to SD as a learning objective. As important learning outcomes we understand competences in protection of natural resources and energy, sustainable waste management, biodiversity, clean technologies, etc.</p>												

⁸ For details, see paragraph 15 of the UNECE Strategy for ESD.

⁹ For the State or federal level, where relevant.

¹⁰ Idem.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</p> <table border="1" data-bbox="974 244 1574 352"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> <p>Since for most levels of formal education the curricula are defined on a cantonal level, it is not possible to give an overview over the learning outcomes that support SD or ESD for Switzerland. As mentioned above some learning outcomes addressing ESD, in the sense of competences, attitudes and values are on its way to be adopted in the respective curricula of the language regions of Switzerland focusing on ISCED levels 0-2. ESD though is and will be addressed mainly as a cross-disciplinary approach, and therefore learning outcomes will not be very specific. With regard to ISCED levels 3-8, learning outcomes that support ESD again depend on federal processes of curriculum development and approval. For the vocational education and training sector, the Swiss Federal Act mentioned above at least points at one learning outcome relating to ESD: “VET programmes include the transfer and acquisition of economic, environmental, social and cultural knowledge and skills that learners need to contribute to sustainable development”.</p> <p>Due to the federal system of curricula development and the on-going process of adopting curricula for the different language regions in Switzerland, the table in appendix I (b) <i>broad areas of competence that support ESD</i> can not be filled in in a meaningful way.</p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Sub-indicator 2.1.3	Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹¹ /programme of study at various levels of formal education?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify what methods are of particular significance in your country. Please also specify for non-formal educ., as appropriate.</p> <p>For the Italian- and German-speaking region of Switzerland the results of the efforts of measure 1 (action plan 2007-2014) are yet unclear, but for the French-speaking region some ESD-related teaching/learning methods are included into the curriculum, which has been adopted. It is in progress since 2011</p> <p>Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</p> <table border="1" data-bbox="974 1077 1574 1185"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> <p>Due to the federal system of curricula development and the on-going process of adopting curricula for the different language regions in Switzerland, the table in appendix I (c) <i>teaching/learning methods used for ESD</i> can not be filled in in a meaningful way.</p>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Indicator 2.2 Strategies to implement ESD are clearly identified													

¹¹ Idem.

Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project? ¹³ ; (e) other approaches?																																																												
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p data-bbox="562 233 1883 264"><i>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="790 280 1753 804"> <thead> <tr> <th data-bbox="790 280 1294 384">ISCED levels 2011</th> <th data-bbox="1294 280 1384 331">(a)</th> <th data-bbox="1384 280 1473 331">(b)</th> <th data-bbox="1473 280 1563 331">(c)</th> <th data-bbox="1563 280 1653 331">(d)</th> <th data-bbox="1653 280 1753 331">(e)</th> </tr> <tr> <td></td> <td data-bbox="1294 331 1384 384">Yes</td> <td data-bbox="1384 331 1473 384">Yes</td> <td data-bbox="1473 331 1563 384">Yes</td> <td data-bbox="1563 331 1653 384">Yes</td> <td data-bbox="1653 331 1753 384">Yes</td> </tr> </thead> <tbody> <tr> <td data-bbox="790 384 1294 435">0. Early childhood education</td> <td data-bbox="1294 384 1384 435">(✓)</td> <td data-bbox="1384 384 1473 435"></td> <td data-bbox="1473 384 1563 435">(✓)</td> <td data-bbox="1563 384 1653 435">(✓)</td> <td data-bbox="1653 384 1753 435"></td> </tr> <tr> <td data-bbox="790 435 1294 486">1. Primary education</td> <td data-bbox="1294 435 1384 486">(✓)</td> <td data-bbox="1384 435 1473 486">(✓)</td> <td data-bbox="1473 435 1563 486">(✓)</td> <td data-bbox="1563 435 1653 486">(✓)</td> <td data-bbox="1653 435 1753 486"></td> </tr> <tr> <td data-bbox="790 486 1294 537">2. Lower secondary education</td> <td data-bbox="1294 486 1384 537">(✓)</td> <td data-bbox="1384 486 1473 537">(✓)</td> <td data-bbox="1473 486 1563 537">(✓)</td> <td data-bbox="1563 486 1653 537">(✓)</td> <td data-bbox="1653 486 1753 537"></td> </tr> <tr> <td data-bbox="790 537 1294 588">3. Upper secondary education</td> <td data-bbox="1294 537 1384 588">(✓)</td> <td data-bbox="1384 537 1473 588"></td> <td data-bbox="1473 537 1563 588">(✓)</td> <td data-bbox="1563 537 1653 588">(✓)</td> <td data-bbox="1653 537 1753 588"></td> </tr> <tr> <td data-bbox="790 588 1294 639">4. Post-secondary non-tertiary education</td> <td data-bbox="1294 588 1384 639">(✓)</td> <td data-bbox="1384 588 1473 639"></td> <td data-bbox="1473 588 1563 639">(✓)</td> <td data-bbox="1563 588 1653 639">(✓)</td> <td data-bbox="1653 588 1753 639"></td> </tr> <tr> <td data-bbox="790 639 1294 691">5. Short-cycle tertiary education</td> <td data-bbox="1294 639 1384 691">(✓)</td> <td data-bbox="1384 639 1473 691"></td> <td data-bbox="1473 639 1563 691">(✓)</td> <td data-bbox="1563 639 1653 691">(✓)</td> <td data-bbox="1653 639 1753 691"></td> </tr> <tr> <td data-bbox="790 691 1294 742">6. Bachelor's or equivalent level</td> <td data-bbox="1294 691 1384 742"></td> <td data-bbox="1384 691 1473 742">(✓)</td> <td data-bbox="1473 691 1563 742">(✓)</td> <td data-bbox="1563 691 1653 742">(✓)</td> <td data-bbox="1653 691 1753 742"></td> </tr> <tr> <td data-bbox="790 742 1294 793">7. Master's or equivalent level</td> <td data-bbox="1294 742 1384 793"></td> <td data-bbox="1384 742 1473 793">(✓)</td> <td data-bbox="1473 742 1563 793">(✓)</td> <td data-bbox="1563 742 1653 793">(✓)</td> <td data-bbox="1653 742 1753 793">(✓)</td> </tr> </tbody> </table> <p data-bbox="562 820 1800 852"><i>Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).</i></p> <p data-bbox="562 868 1912 932">All proposed approaches exist, though not on all ISCED levels. There are no general guidelines, so the situation differs in each canton or even from institution to institution. Therefore it is not possible to show the whole picture.</p> <p data-bbox="562 948 1980 1171">With the curriculum for the French-speaking cantons for level 1, which is adopted since 2011, SD issues are mostly introduced through the subject 'general education' and certain SD-related topics are introduced through existing subjects. As the cantons decide how many hours per week will be dedicated to the subject 'general education', ESD will play a different role in each canton. It's not yet possible to tell how ESD will be introduced to the curriculum for the German speaking cantons (Lehrplan 21), which is being prepared, but it can be stated that ESD is foreseen to be part of the curriculum for the German speaking region of Switzerland. The main focus might be through existing subjects and some elements of a cross-curriculum approach. The same applies for health promoting schools in a cross-curricular sense of teaching and learning.</p> <p data-bbox="562 1187 1980 1281"><u>Teacher Education:</u> The picture of how ESD is implemented in the various teacher education institutions is quite heterogeneous and it differs from institution to institution, since there is no binding cantonal or national regulation on this. However, in Nov. 2012 the teacher education expert group on ESD (ESD Consortium COHEP) issued a guideline document on how to integrate ESD into</p>	ISCED levels 2011	(a)	(b)	(c)	(d)	(e)		Yes	Yes	Yes	Yes	Yes	0. Early childhood education	(✓)		(✓)	(✓)		1. Primary education	(✓)	(✓)	(✓)	(✓)		2. Lower secondary education	(✓)	(✓)	(✓)	(✓)		3. Upper secondary education	(✓)		(✓)	(✓)		4. Post-secondary non-tertiary education	(✓)		(✓)	(✓)		5. Short-cycle tertiary education	(✓)		(✓)	(✓)		6. Bachelor's or equivalent level		(✓)	(✓)	(✓)		7. Master's or equivalent level		(✓)	(✓)	(✓)	(✓)
ISCED levels 2011	(a)	(b)	(c)	(d)	(e)																																																								
	Yes	Yes	Yes	Yes	Yes																																																								
0. Early childhood education	(✓)		(✓)	(✓)																																																									
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7. Master's or equivalent level		(✓)	(✓)	(✓)	(✓)																																																								

¹² E.g., geography or biology. For higher education, "subject" means "course".

¹³ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

	<p>teacher education (Massnahmen zur Integration von BNE in der LLB). Their approach covers recommendations from institutional development and educational management to curricula development in basic teacher training and in-service training as well as research and development in teacher education institutions. With reference to the Action Plan on ESD 2007-2014, the ESD expert group, recommends a cross-disciplinary approach (ISCED levels 5-6), as well as ESD specific subject programmes and courses in basic teacher training. http://www.cohep.ch/fileadmin/user_upload/default/Dateien/03_Publikationen/01_Empfehlungen/2012/1211-12_D_Massnahmen_zur_Integration_von_Bildung_f%C3%BCr_Nachhaltige_Entwicklung_M7.pdf.</p> <p>Whether and how these concepts and recommendations of the ESD Consortium COHEP are implemented in the different teacher education institutions of Switzerland varies from TE-institution to TE-institution. An up-dated overview of the progress and development of ESD integration in teacher education can therefore not be given.</p> <p><u>University Education:</u> In 2011, the Swiss University Conference launched a four years programme “Sustainable Development in Teaching and Research at Swiss Universities” (2013 – 2016): www.sd-universities.ch. The programme is supported by all ten cantonal Swiss universities. The activities triggered by the programme serve the double purpose of (a) anchoring sustainable development at Swiss universities and (b) contributing to societal transformation towards sustainable development. Since 2013, 20 teaching and learning projects were started at Swiss universities, covering the SD/ESD areas (a), (b), and (c). In addition to that 17 student projects in SD/ESD started, covering the areas (d), and (e). Furthermore, the programme supports universities and university projects in exchanging ideas, experiences and knowledge and in using synergies (e.g. workshops on ESD competences: http://www.sd-universities.ch/sustainable_university_day/2014/workshops/).</p>
Indicator 2.3	A whole-institution approach¹⁴ to SD/ESD is promoted
Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</i></p> <p><i>Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.</i></p>

¹⁴ A “whole institution approach” means that all aspects of an institution’s internal operations and external relationships are reviewed and revised in the light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

¹⁵ For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<table border="1" data-bbox="981 185 1563 606"> <thead> <tr> <th data-bbox="981 185 1464 261">ISCED levels 2011</th> <th data-bbox="1464 185 1563 261">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="981 261 1464 304">0. Early childhood education</td> <td data-bbox="1464 261 1563 304"></td> </tr> <tr> <td data-bbox="981 304 1464 347">1. Primary education</td> <td data-bbox="1464 304 1563 347"></td> </tr> <tr> <td data-bbox="981 347 1464 391">2. Lower secondary education</td> <td data-bbox="1464 347 1563 391"></td> </tr> <tr> <td data-bbox="981 391 1464 434">3. Upper secondary education</td> <td data-bbox="1464 391 1563 434"></td> </tr> <tr> <td data-bbox="981 434 1464 477">4. Post-secondary non-tertiary education</td> <td data-bbox="1464 434 1563 477"></td> </tr> <tr> <td data-bbox="981 477 1464 520">5. Short-cycle tertiary education</td> <td data-bbox="1464 477 1563 520"></td> </tr> <tr> <td data-bbox="981 520 1464 563">6. Bachelor's or equivalent level</td> <td data-bbox="1464 520 1563 563"></td> </tr> <tr> <td data-bbox="981 563 1464 606">7. Master's or equivalent level</td> <td data-bbox="1464 563 1563 606"></td> </tr> <tr> <td data-bbox="981 606 1464 649">8. Doctoral or equivalent level</td> <td data-bbox="1464 606 1563 649"></td> </tr> </tbody> </table> <p data-bbox="557 627 1980 719">Currently there are no binding guidelines, strategies or concerted efforts to adopt a “whole-institution approach” on any ISCED level. At the moment a discussion on an official level has not yet started. Nevertheless there are cases of institutions, which have implemented a “whole-institution approach” to certain degrees:</p> <ul data-bbox="557 738 1980 1150" style="list-style-type: none"> - The Swiss Network of Health Promoting Schools (SNGS), currently approx. 1700 schools in Switzerland, tries to integrate its approach focusing on health and further social aspects of ESD. The aim of participating schools is to become an accredited ESD-school, some of these health promoting schools rely on a whole-institution approach. - A network of around 12 eco-schools in the canton of Zurich refer in some cases to a whole-institution approach - The UNESCO-associated schools (approx. 60 schools) try to implement the UNESCO goals and values; some of them choose ESD as whole-institution approach - The guidelines of the Swiss Federal Department of Economy for the accreditation of advanced technical colleges and curricula requests that advanced technical colleges support sustainable development and include a sustainability management for quality development of the colleges (Federal Act on Funding and Coordination of the Swiss Higher Education Sector) - Some Swiss universities do have sustainability strategies, including but not limited to education. To further advance such institutional commitment, the programme supports universities in clarifying their roles as strategic leaders for sustainable development. For this purpose, it organises a yearly national Sustainable University Day (www.sd-universities.ch/sustainable_university_day/2014/). 	ISCED levels 2011	Yes	0. Early childhood education		1. Primary education		2. Lower secondary education		3. Upper secondary education		4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
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8. Doctoral or equivalent level																					
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?																				
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p data-bbox="557 1257 1980 1286"><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p data-bbox="557 1299 1980 1327"><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p>																				

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Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																															
Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</i></p> <p>In general it is assumed that educational institutions in Switzerland refer to a given set of quality assessment tools, including indicators by the given quality assessment authority (formal school evaluators) or the implementing quality assessment organisation. As indicated above, SD/ESD indicators for performance and outcome in formal education are quite rarely developed systematically, but rather for specific occasions, e.g. when ESD-projects or courses are implemented and assessed.</p> <p>Hence, the development of own SD/ESD indicators by institutions or learners might occur in formal as well as in non-formal institutions in Switzerland, but it is not possible to provide relevant data, and examples of how this is done.</p> <p><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate: (a) For formal institutions;(b) For non-formal institutions:</i></p> <table border="1"> <thead> <tr> <th>ISCED levels 2011</th> <th>(a) Yes</th> <th>(b) Yes</th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td><td></td></tr> <tr><td>1. Primary education</td><td></td><td></td></tr> <tr><td>2. Lower secondary education</td><td></td><td></td></tr> <tr><td>3. Upper secondary education</td><td></td><td></td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td></td><td></td></tr> <tr><td>5. Short-cycle tertiary education</td><td></td><td></td></tr> <tr><td>6. Bachelor's or equivalent level</td><td></td><td></td></tr> <tr><td>7. Master's or equivalent level</td><td></td><td></td></tr> <tr><td>8. Doctoral or equivalent level</td><td></td><td></td></tr> </tbody> </table>		ISCED levels 2011	(a) Yes	(b) Yes	0. Early childhood education			1. Primary education			2. Lower secondary education			3. Upper secondary education			4. Post-secondary non-tertiary education			5. Short-cycle tertiary education			6. Bachelor's or equivalent level			7. Master's or equivalent level			8. Doctoral or equivalent level		
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Indicator 2.4 ESD is addressed by quality assessment/enhancement systems																																												
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems? ¹⁶ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?																																											
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please elaborate. Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.</i></p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Primary education</td> <td>(✓)</td> <td>(✓)</td> <td></td> </tr> <tr> <td>2. Lower secondary education</td> <td>(✓)</td> <td>(✓)</td> <td></td> </tr> <tr> <td>3. Upper secondary education</td> <td>(✓)</td> <td>(✓)</td> <td></td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>(✓)</td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>(✓)</td> <td></td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>(✓)</td> <td></td> <td></td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>(✓)</td> <td></td> <td></td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>a) <u>Quality assessment systems in formal education</u></p> <p>Quality assessment takes place regularly in most of the existing formal schools in Switzerland (ISCED levels 1-3). Its implementation though varies from canton to canton. In some cantons quality assessments on levels 1-3 are required by law. Quality assessment/enhancement systems do also exist for ISCED levels 4-7. Regularity, frequency, and mode of implementation though differ from institution to institution and depend on funding and political authorities on the cantonal or communal level.</p> <p>b) <u>Quality assessment, addressing ESD</u></p> <ul style="list-style-type: none"> - ENSI and SEED (School Development through Environmental Education: http://seedlearn.org/) have developed ESD quality criteria for school assessments, which is used at a few schools on a voluntary basis. - The Swiss Network of Health-promoting Schools uses an education quality assessment system focused on health, including over one hundred indicators: http://upload.sitesystem.ch/B2DBB48B7E/5B4613A676/F2FB8BD5F2.pdf - IQES is a voluntary online quality self-assessment for school levels 0-1 (http://www.iqesonline.net), but it is not covering all aspects of ESD. - The Advanced Technical College of Bern has introduced SD- and ESD-related indicators into their quality assessment system. 	ISCED levels 2011	(a)	(b)	(c)	Yes	Yes	Yes	0. Early childhood education				1. Primary education	(✓)	(✓)		2. Lower secondary education	(✓)	(✓)		3. Upper secondary education	(✓)	(✓)		4. Post-secondary non-tertiary education	(✓)			5. Short-cycle tertiary education	(✓)			6. Bachelor's or equivalent level	(✓)			7. Master's or equivalent level	(✓)			8. Doctoral or equivalent level			
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¹⁶ For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

	<p>c) <u>Quality assessment in national education systems, addressing ESD</u></p> <p>- The international research project “Development of Indicators to Evaluate Offerings and Performance in the Area of Education for Sustainable Development (ESD)” was an initiative supported by Germany, Austria and Switzerland (SERI). The results are published in a book, titled with: ‘Education on the Path to Sustainability. Proposal of an indicator set to evaluate education for sustainable development’, in 2011. As a result of the three German-speaking countries involved, a set of ten ESD indicators are presented to evaluate ESD on all levels of formal schooling. Due to a process of negotiation among actors from science, politics and practice the set of ESD indicators is supposed to have a broad foundation. Though, whether this set of ESD-indicators is used in Switzerland by different institutions and organisations has not yet been evaluated.</p> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).</i></p> <p>- Sanu Future Learning AG is applying education quality assessments (ISO 9001, ISO14001), which include environmental aspects for all its courses, including non-formal courses.</p> <p>- MONET is a monitoring instrument of the Swiss government, measuring sustainable development in Switzerland with a set of indicators. MONET includes a number of indicators related to education, but they are very general and do not address ESD.</p> <p>- The Swiss Education Report presents data related to the Swiss education system, but does not include ESD in its assessment</p>
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>It is mainly done by the civil society through press articles, publications, running of networks, courses, websites and conferences, but in an uncoordinated way as there are no guidelines by the government, as e.g. a communication strategy.</p>
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>- FOEN supports sanu (sanu future learning ag) in offering courses and education on SD topics with a focus on SMEs, municipality staff, associations, civil society.</p> <p>- FOEN supports “Praktischer Umweltschutz Schweiz” (PUSCH) in offering courses on SD with a focus on civil society and municipality staffs.</p> <p>- ARE financially supports specific projects on sustainable development through an encouragement programme.</p>
Sub-indicator 2.5.3	Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?

Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/informal learning.</i>
Indicator 2.6	ESD implementation is a multi-stakeholder process¹⁷
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.</i></p> <p>A relatively wide range of stakeholders is involved in some way in the ESD implementation process. However, in the official decision making process guiding ESD implementation, only government bodies are involved.</p> <p>The present design of the sd-universities programme Sustainable Development in Teaching and Research at Swiss Universities (2013-16) is the outcome of a participatory process in 2011-2012 run by the td-net together with delegates appointed by the rectors of all Swiss universities as well as representatives of EPFL, ETH Zurich, the Swiss students association (VSS-UNES-USU) and the Federal Office for Spatial Development (ARE).</p>
<i>Concluding remarks on issue 2</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning</i>

¹⁷ For higher education institutions: this covers the issue of university “outreach” (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).

	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions/initiatives have been particularly successful and why?</i> Attempts to integrate SD and ESD into quality management or quality assessment of formal schools - which are mostly mandatory for formal schools in Switzerland - are on its way, and nourish the discussion on the needs for ESD in formal schools. Positive experiences on how to integrate SD / ESD indicators are within the Network of Health Promoting Schools (approx.. 1700 schools that participate) and also within a pilot scheme for eco-schools in the canton of Zurich. Chances to integrate SD/ESD indicators for formal education in future are there, since it is also a priority for the new national ESD competence centre <i>éducation21</i>. Support on how to apply ESD indicators for formal education is in addition given by the published research results from the German-speaking countries, including examples from Switzerland. – <i>What challenges did your country encounter when implementing this objective?</i> The Swiss federal education system does not favour national standards of ESD-integration into formal schooling, neither do systemic approaches for SD/ESD integration into formal education have substantial chances to be implemented country-wide. So far ESD in Switzerland is mainly integrated in general studies of the curriculum, in the sense of a cross-curriculum approach, or as specific subject programmes and courses. Unfortunately there is not (yet) foreseen any allocation of time, space, finances or teaching resources to ESD in the Swiss curricula, which hampers further development on SD/ESD as a systemic or ‘whole-institution’ approach. – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> The concept of ESD offers a perspective to reorient curricula in a transversal or transdisciplinary way. Be it environmental education, global learning, health education or citizenship education, the main focus of ESD lies on learning for a sustainable development of the society, the environment and the economy current and future learners live in. Thus, one crucial step to implement ESD in future curricula development in Switzerland will be the allocation of time, space and resources.
Issue 3.	Equip educators with the competence to include SD in their teaching
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p> <p>According to Measure 2 of the ESD Action Plan (2007-2014) it was aimed to integrate ESD in teacher education. In 2010, the Swiss Conference of Rectors of Universities of Teacher Education (Cohep) established the Cohep Consortium ESD, an expert group, headed by the Universities of Teacher Education in Fribourg and Zurich and consisting of additional ESD experts and representatives from other TE-Institutions, the Swiss Federal Institute for Vocational Education and Training (SFIVET), and two other Swiss universities. During the four years period the Cohep Consortium ESD managed to realise three products for future integration of ESD in teacher education: 1) an assessment of existing practices, methods and courses, including contents, in TE, 2) as a support for educators in initial and in-service training, didactical concepts on ESD in TE, published at the website of <i>éducation21</i>, and 3) a recommended guideline of seven measures how to integrate ESD in teacher education. Based on these results and the respected publication on the website of <i>éducation21</i>, it seems that ESD has substantially reached teacher education in Switzerland. On the other hand, all these products have no binding character due to the federal system. It is therefore up to each TE-institutions and the respective cantons to use it or to define the degree of how to integrate them in their institution and/or study programme. In practice, it can be stated that those who yet make use of these products (mainly in specific TE courses and modules), give positive feedback to the authors.</p> <p>Measure 3 of the action plan touches the training of leaders and administrators of educational institutions, as well as quality development of the schools, but these objectives could not yet been achieved.</p>	

Indicator 3.1 ESD is included in the training¹⁸ of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ¹⁹
Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>In particular specify what ESD competences²⁰ are explicitly included in the study programmes.</i></p> <p>There are no national guidelines concerning ESD integration into educators' initial training. Recommendations and measures how to integrate ESD are there, but the implementation of ESD will depend on each institution. At some Universities of Teacher Education ESD is part of the initial training, but in the majority of the cases it is not.</p> <p><i>Please also update the information provided under the phase II national implementation reporting in appendix III.</i></p> <p>Lacking relevant data of the TE-institutions, the table in appendix III cannot be filled in.</p>
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²¹
Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i></p> <p>The same applies as under 3.1.1.</p> <p>The SD-universities programme has planned as of 2015 faculty-training courses for university lecturers and teaching staff in SD</p>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</i></p> <p>Currently there is no immediate change to be expected for this target group.</p>
Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country?

¹⁸ ESD is addressed by content and/or by methodology.

¹⁹ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

²⁰ For a set of core competences in ESD please see the report by the ECE Expert Group on Competences, *Learning for the future: Competences in Education for Sustainable Development* (ECE/CEP/AC.13/2011/6), available online from <http://www.unecce.org/education-for-sustainable-development-esd/publications.html.html>.

²¹ For higher education institutions: the focus is here on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify</i></p> <p>There exist various informal networks or platforms, which are open to educators and administrators, but none of them is officially mandated.</p> <ul style="list-style-type: none"> - The Forum ESD is an informal exchange forum for all ESD stakeholders, working mainly, but not exclusively within the formal education sector. A broad variety of ESD topics are covered. It is organised by éducation21 and takes place three times a year. - the Network for ESD-educators from German-speaking Teacher Education Universities is organized by education21 and covers ESD – specific topics for an information exchange between ESD teaching staff. Meetings take place once or twice a year. The network consists of approximately 100 members. - éducation21 also coordinates an ESD-network for non-formal schooling actors (NGOs, museums, park-authorities, etc.). The exchange of knowledge and practical experiences and the promotion of cooperation with formal schools is on its main objective. - Up until the end of 2012, the Swiss Foundation for Environmental Education organized a) an initial teacher trainers’ network, meeting twice a year in both the French- and German-speaking regions on specific environmental education- or ESD-related topics, b) a network for tutors concerned with teachers’ continuous professional education, and c) a network of Environmental Education and ESD professionals, working in NGOs, cantonal education ministries, etc. - There are three colloquia on ESD per year in the French- and Italian-speaking region, mandated by the inter-cantonal rectors’ conference of the French- and Italian speaking region. - The Education and Health Network, which is organized by Radix meets four times a year in order to discuss topics related to health promotion and prevention at schools.
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²²
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <ul style="list-style-type: none"> - FOEN and SDC support the networks organized by the Foundation Education21 - FOPH supports the Swiss Network of Health Promoting Schools, which is in the process of being conceptually reorganized towards an ESD compatibility. - The Cohep ESD Consortium is an expert group and network of teachers, lecturers and scientific staff members of Universities of Teacher Education. On behalf of the Swiss government and the cantons the Cohep (Swiss Conference of Rectors of Universities of Teacher Education) ESD Consortium is mandated to integrate ESD in Teacher Education.
<i>Concluding remarks issue 3</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching</i>

²² Including assistance through direct funding, in-kind help, political and institutional support.

	<p><i>Please address in particular the following questions:</i></p> <p>– <i>Which actions/initiatives have been particularly successful and why?</i> The initiation of the Cohep ESD Consortium has led to a frequent exchange among Teacher Education Institutions. The productivity of this Consortium has laid ground for a sound ESD implementation in teacher education. The recommendations on behalf of the Cohep include practical and institutional measures for the enhancement of ESD integration in teacher education, from initial teacher education up to in-service training. The networking part and informal information exchange for ESD stakeholders in teacher education, coordinated by éducation21, are most important elements of developing a strong community of ESD practitioners because it relies on regular face-to-face contact, mutual support, exchange of up-to-date information and sharing of practical examples.</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i> The implementation of ESD in teacher education also faces federal constraints, i.e. cantonal decision-making processes can push or hamper ESD-implementation in teacher education. TE-educational management varies also from institution to institution. The TE-directorates and top management positions could so far not be involved regularly for ESD implementation concepts and discussions. The strong networking part among ESD specialists in teacher education come out of personal (or institutional) interest, because they are highly motivated to make ESD happen. Official mandates though are quite rare.</p> <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> ESD is first and foremost a necessity for the decision-makers of today, e.g. the top and middle management positions in teacher education should be included for networks and platforms for the exchange of ESD implementation. The existing networks of ESD-exchange should be complemented by officially mandated networks and institutional paid positions if main-streaming of ESD in teacher education shall occur.</p>
<p>Issue 4. Ensure that adequate tools and materials for ESD are accessible</p>	
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p>	
<p>Indicator 4.1 Teaching tools and materials for ESD are produced</p>	
<p>Sub-indicator 4.1.1</p>	<p>Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?</p>
<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>The new foundation éducation21 acts as a national service centre on national, language region, cantonal and educational levels. It can provide teachers, school boards and other involved parties with pedagogically tested teaching media, information and advice as well as financial support for school and class projects. As far as teacher training and further education is concerned, éducation21 works with higher education centres as well as training and further education colleges for teaching staff. The foundation employs about forty members of staff. The structure of the teams at éducation21 is interdisciplinary and the teams link up with ESD figures on all levels of the education system and in civil society.</p>

Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.</i></p> <ul style="list-style-type: none"> - The federal government departments and agencies FOEN, SDC, and FOPH support the foundation éducation21 substantially. This includes the development of teaching materials of which according to éducation21 an annual budget of approx. 0.41 Mio CHF (Swiss Francs) is spent. - In addition to that, éducation21 gets contributions from the cantons and civil society as well as funds generated by the foundation éducation21 itself, e.g. through the marketing of learning media. - FOEN also supports the foundation sanu future learning AG, that produces ESD tools and materials. - FOPH also supports the Swiss Network Education and Health, which does also develop teaching materials.
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>With regard to (c) éducation21 applies a quality control mechanism for all teaching tools and learning media according to developed quality indicators, which are published on its website (in German: http://www.education21.ch/de/schule/unterrichtsmaterialien). The selection for ESD materials are based on methodological, didactical and content related criteria. The recommendations of teaching material for educational institutions can also be organised individually, on demand.</p> <p>The developed quality criteria for teaching tools on ESD have also been developed in different languages, which have been approved by several cantonal authorities.</p>
Sub-indicator 4.2.2	Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED?

(a) Yes No *Please specify.*

(b) Yes No a) Teaching tools and materials are available in three official languages of Switzerland, in German, in French, and in Italian.

For all levels of formal education, including the tertiary level, some ESD tools and/or materials exist. Specific ESD teaching tools for ISCED levels 4 and 8 might not be available.

If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.

ISCED levels 2011 ²³	Yes
0. Early childhood education	(✓)
1. Primary education	(✓)
2. Lower secondary education	(✓)
3. Upper secondary education	(✓)
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	(✓)
6. Bachelor's or equivalent level	(✓)
7. Master's or equivalent level	(✓)
8 Doctoral or equivalent level	

Indicator 4.3 Teaching tools and materials for ESD are accessible	
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please describe and in particular highlight what measures are the most efficient for dissemination.</i>
Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i> From the overall financial support to éducation ²¹ by public authorities, it cannot be extracted, how much funds for the dissemination for ESD tools and materials are available.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?

²³ Education level in accordance with ISCED.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe and name in particular official Internet sites.</i></p> <p>Several teaching materials, guidelines and modul descriptions are available on the website of éducation21, either for free download or for acquisition through the media shop of éducation21 (http://www.education21.ch/de/schule/unterrichtsmedien/produktionen-education21). For the here sited link to the website of éducation21,the approved ESD teaching material for global learning, environmental education, and international cooperation in education are available by free download. The material is also available on the respective website of the funding agency (mostly public authorities) for the development and production of the teaching material.</p>
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i></p> <p>a) A database of ESD teaching tools and materials is available on the website of éducation21: http://www.education21.ch/de/schule/unterrichtsmedien in German, French and Italian.</p> <p>b) Other channels of ESD teaching tools are available for example at online libraries of Teacher education institutions in the respective languages. Public access though is not guaranteed, and the available media depend qualitatively and quantitatively on the size and anchorage of ESD at the respective institution.</p>
Concluding remarks issue 4	<p><i>Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible</i></p>
	<p><i>Please address in particular the following questions:</i></p> <p>– <i>Which actions/initiatives have been particularly successful and why?</i> Access and availability of ESD teaching tools and materials in Switzerland is high and of good quality. Éducation21 is a reliable source and database for this and gets adequate public financial support for development and production of these material.</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i> While the production of ESD teaching material is high, the demand for it has not been too much addressed, and it's assumed to be lower than the production. Without institutional support for a broad ESD implementation in schools or other educational institutions, the use of teaching material on ESD often remains with only a few teachers, trainers or instructors – and some of them might even refer to own developed teaching material.</p> <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> For the future production of ESD teaching tools and materials, a needs assessment, also in quantitative terms, is required. Linking production of teaching material with Professional teacher education could also be an asset for the integration of ESD in TE.</p>

Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²⁴ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁵ supported?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify in particular the most important outcomes of supported research.</i></p> <p>The sd-universities programme funds research for sustainable development that addresses content and methods for SD/ESD. This kind of research aims at contributing to SD and relates to natural and social sciences/humanities, or taking into account the specific interests and expertise of a variety of stakeholders in order to develop practically useful and legitimate knowledge contributions to SD. Research on SD often requires inter- and transdisciplinary collaboration. The programme funds projects, either (a) to prepare a proposal addressing a fundamental sustainability challenge in a new and comprehensive way , or (b) to reflect and report on the experiences made with the methods of interdisciplinary collaboration and/or stakeholder engagement in SD.</p> <p>Since 2007, and still ongoing the Laboratory of Didactics and Epistemology of Social Sciences at the University of Geneva carries out research on ESD, funded by the Swiss National Science Foundation. The research aims at analysing the contribution of school subjects like History, Geography, and Citizenship Education Education for Sustainable Development, focussing on the knowledge and perspectives of the pupils in primary and secondary schools.</p> <p>The Centre for Development and Environment (CDE) at the University of Bern promotes research on ESD through its Education cluster. It builds on long-term experience, combining research, learning, training, and implementation of activities inside and outside universities. The CDE's approach is inter- and transdisciplinary with a focus on global change and sustainable development. Thus, ESD is understood as a key of communication, interaction , and mutual learning between the natural sciences, social sciences, and non-academic actors. Research seeks to improve and disseminate an appropriate conceptual and theoretical framework for ESD.</p> <p>The Interdisciplinary Centre for General Ecology at the University of Bern conducted an international research project on ESD in cooperation with Germany and Austria. The research project aimed at developing indicators for the evaluation of ESD. The goal of the project was to present indicators that would allow to answer the question of whether and to what extent the idea of sustainability has been integrated in the education system for all levels of formal education. As a result, a set of ten ESD-indicators which due to a process of negotiation among actors from science, politics and practice has a broad foundation, and were published in 2011.</p> <p>Research on ESD is also promoted by Swiss Universities of Teacher Education. An overview of recent research projects is available on the website of éducation21: http://www.umweltbildung.ch/llb/forschung</p>

²⁴ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁵ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology ;and means of evaluation, including socioeconomic impacts.

Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what subjects were investigated and list major reports.</i> Up until now there is no relevant research or evaluation on the outcome of the implementation of the UNECE Strategy for ESD in Switzerland.
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁶ (a) for the master's level?; (b) for the doctorate level?; (2) addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1) (a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i> 1a) and 1 b) : None 2a) and 2 b): amongst others, not listed here: - sd-universities programme address SD and ESD at various Master's and PhD programmes at different Swiss Universities: http://sd-universities.ch/project_funding/teaching_learning/ - The UNESCO Chair in Technologies for Development, at the EPFL Lausanne: http://cooperation.epfl.ch/2014Tech4Dev - ESD might be addressed in the Master programme on Sustainable Development at the University of Basle: https://wwz.unibas.ch/studium/studiengaenge/master/interdisziplinaer/sustainable-development/ - The CDE at the University of Bern applies and continuously adapts its ESD approach in courses at BA, MA, PhD, and Postdoc levels, particularly in the framework of the International Graduate School (IGS) North-South: http://www.igs-north-south.ch/-Pages/default.aspx
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please provide information on (a) and (b).</i>
Indicator 5.2	Development of ESD is promoted
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁷
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what main projects were/are being implemented to that end.</i> The sd-universities programme promotes SD/ESD innovation and capacity-building projects through: a) introduction of SD into existing courses or develop and test new teaching and learning courses for SD at bachelor, master or PhD level. Projects should apply innovative teaching and learning models that specifically strengthen competencies for SD, such as reflexive, multi-perspective and practical reasoning . Interfaculty (interdisciplinary) and interuniversity projects are encouraged; b) specify and implement SD

²⁶ ESD is addressed by substance and/or by approach.

²⁷ Activities may include projects, action research, social learning and multi-stakeholder teams.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>key competences for university level education and for the universities' faculties (lecturers) and curricula in particular. Such projects ideally bring together different departments/faculties of a university and members of the universities' leadership (e.g. deans, programme managers, head of commissions, rectorate); c) students' projects integrating SD stakeholders inside and outside academia. In the context of SD it is crucial for students to experience collaboration with other disciplines, the world of business, NGOs or government agencies during their education. Students thereby (i) explore and connect knowledge used and produced in different sectors of science and society, (ii) learn how to make practically useful contributions to society, (iii) connect with potential future employers or business partners, and (iv) practice entrepreneurship.</p> <p>University Educators for Sustainable Development UE4SD is a consortium of higher education institutions (HEI), organisations, agencies and associations gathered around four regions across Europe. The consortium has been created taking into account geographical balance, including partners from 32 EU countries and key international networks and associations. Partners have been selected because of their commitment towards sustainability and ESD in higher education as shown from their COPERNICUS Alliance membership and/or endorsement of the People's Sustainability Treaty on Higher Education. The partnership includes all the skills and recognised expertise in the areas of sustainability and ESD in higher education. Tasks have been distributed across the partners taking into account their specific expertise and nature of the activities planned. Switzerland participates in this project that mainly aims for the improvement of teaching and learning on ESD at higher education institutions. Focal point and link to this project is at the University of Basle.</p>
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁸ to share the results of research and examples of good practices in ESD ²⁹ among authorities and stakeholders?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify and provide information about where published research and dissertations are accessible.</i>
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please name the major publications for (a) and (b).</i>
(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>For relevant publications before 2011, please refer to the former Swiss UNECE report, 2010. Major publications for the reporting period (2011-2014) are for a):</p> <ul style="list-style-type: none"> - Audigier, F. (2011). Education en vue du développement durable et didactique. In F. Audigier, N. Fink, N. Freudiger & Ph. Haeberli (Ed.), L'éducation en vue du développement durable: sciences sociales et élèves en débats (Cahiers de la Section des Sciences de l'Education de l'Université, no 130) (pp. 47-71). Genève: Université de Genève. - Audigier, F., Fink, N., Freudiger, N. & Haeberli, Ph. (2011). L'Education en vue du développement durable: sciences sociales et élèves en débats. Université de Genève: Cahiers de la Section des Sciences de l'Education, n° 130. - Baumann, S. (2014). Bildung für Nachhaltige Entwicklung – Hält die Dekade, was sie für die Schweiz in Aussicht stellte?, Verband Geographiedidaktik Schweiz. GeoAgenda 3/2014. S. 20-25.

²⁸ E.g., conferences, summer schools, journals, periodicals, networks.

²⁹ E.g., the “participatory approach”; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an orientation to understanding, preventing and solving problems.

<p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<ul style="list-style-type: none"> - BNE-Konsortium der COHEP (2013). Didaktische Grundlagen zur Bildung für nachhaltige Entwicklung in der Lehrerinnen- und Lehrerbildung. Bern. Éducation21. - COHEP (2012). <i>Massnahmen zur Integration von Bildung für Nachhaltige Entwicklung (BNE) in die Lehrerinnen- und Lehrerbildung</i>. Empfehlungen zuhanden der Schweizerischen Konferenz der Rektorinnen und Rektoren der Pädagogischen Hochschulen. Bern: COHEP - COHEP (2011). <i>Integration von Bildung für Nachhaltige Entwicklung (BNE) in die Lehrerinnen- und Lehrerbildung Schweiz</i>. Bestandesaufnahme. zuhanden der Schweizerischen Konferenz der Rektorinnen und Rektoren der Pädagogischen Hochschulen. Bern: COHEP - Di Giulio, A., Blaser, M., Kaufmann-Hayoz, R., Künzli David, C. et al. (2011) Education on the Path to Sustainability. Proposal of an indicator set to evaluate education for Sustainable development. Bern, IKAÖ. - Jucker, R., Nuoffer F. (2014). Education for Sustainable Development between Main-Streaming and Systemic Change: Switzerland as a Case Study, up-coming to be published in 2014. - Künzli David, Ch. Bertschy, F., Buchs, Ch. (2012). Aufwachsen in einer globalisierten Wissensgesellschaft. Umgang mit normativ-ethischen Fragen im Rahmen einer Bildung für eine Nachhaltige Entwicklung. In: Wannack, E., Bosshart, S., Eichenberger, A., Fuchs, M., Hardegger, E., Marti, S. (Hrsg.), <i>4- bis 12-Jährige – ihre schulischen und ausserschulischen Lern- und Lebenswelten</i>. Münster, New York, München, Berlin: Waxmann. S. 279-286. - Pellaud, F. (2011). <i>Pour une éducation au développement durable</i>. Editions Quae. Versailles Cedex. - Schneider A. (2013). Übersicht über die wichtigsten Ansätze zu Bildung für Nachhaltige Entwicklung und die Initiativen dahinter. Bern, éducation21 - Schneider A. (2013). Kernelemente einer Bildung für Nachhaltige Entwicklung. Bern, éducation21 - SUB Stiftung Umweltbildung Schweiz (2011). <i>Umweltbildungskompetenzen für eine Nachhaltige Entwicklung</i>. Bern, éducation21 - Wilhelm, S., Wydler, H. (2014). Supporting the Integration of Sustainability into Higher Education Curricula - A Case Study from Switzerland. In: Sustainability 2014, 6. S. 3291-3300
<p>Concluding remarks on issue 5</p>	<p><i>Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.</i></p>
	<p>– <i>Which actions/initiatives have been particularly successful and why?</i></p> <p>It is noteworthy to report for this period of UNECE strategy implementation, that a remarkable foundation could be anchored at Swiss university level for inter- and transdisciplinary research. Within that framework sustainable development and education for sustainable development evolved to be focal points of interest. Research projects in that perspective involve academia as well as practitioners and politicians outside of universities, which will be for benefit of all involved partners. Research on ESD at Universities of Teacher Education in Switzerland is yet quite well established and continuing in several Swiss institutions.</p>

	<p>– <i>What challenges did your country encounter when implementing this objective?</i></p> <p>In the area of research on ESD in Switzerland, it is difficult to gain an overview of who is doing what, since there are no national or regional funding channels that could lay ground for national coordination. The area of ESD-research involves stakeholders of academia and practitioners in formal education. Due to limited financial resources and funding channels for ESD research in Switzerland, the cooperation and joint research efforts of different higher education institutions, including non-academia ESD actors are rather weak. ESD research and development therefore remains highly dependent on every institutional commitment. The outcomes and results of research and development projects therefore often lack a systemic perspective and impact for higher education institutions, as well as for the whole education system.</p> <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <p>Creating national funding channels and e.g. language- based regional focal points for research and development on Education for Sustainable Development would help the research- and the education community in Switzerland to overcome unnecessary rivalry and competitiveness creating a solid and not isolated foundation for ESD-implementation in the future.</p>
Issue 6. Strengthen cooperation on ESD at all levels within the ECE region	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international ³⁰ networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify concrete networks and explain who supports these networks.</i></p> <ul style="list-style-type: none"> - ENSI – Environment and School Initiatives (http://www.ensi.org/About_ENSI/). Switzerland is a member of the international network ENSI, which is under the umbrella of OECD/CERI. Membership fees and third party funding are financed in through Swiss public authority funding / éducation21. ENSI Switzerland is part of the society supporting the implementation and consolidation of ESD in Switzerland (education21), focussing on curriculum development, teacher training and quality improvements of schools. - Switzerland is a member of the IUCN-CEC network (International Union for Conservation of Nature - Commission on Education and Communication), https://iucn.org/; www.iucn.ch . This is one of the oldest global environmental networks, with its headquarters in Gland near Geneva, Switzerland. One of many subjects addressed in this network is ESD. The Swiss membership is funded by FOEN and other Swiss stakeholders. - The Swiss Agency for Development Cooperation (SDC) does not support explicitly or exclusive ESD-programmes in its countries of intervention. On the other hand SDC supports indirectly ESD through a continuous political dialogue about the enhancement of quality education and quality schooling with their partner countries. In the domain of education, SDC's approach is based on two principles: 1) support of decentralised initiatives, that are taken by the communities themselves

³⁰ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

	and which are in line with their local practices, 2) support of education contents that are adequate to the communities' needs and capabilities, e.g. supporting pedagogical alternatives, etc. These applied principles are quite in the sense of ESD, but they don't explicitly refer to ESD.
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. List major networks.</i></p> <ul style="list-style-type: none"> - The foundation éducation21 is the official coordinating institution of the EU COMENIUS multilateral project CoDeS (School and community collaboration for ESD, 2011-2014), that has been initiated by ENSI in 2011 (www.comenius-codes.eu). - The Swiss network for health promoting schools (SNGS) is also part of the European Network Schools for Health in Europe (SHE network: http://www.schools-for-health.eu/for-schools). ESD principles, focusing on health promotion in schools, are at the core of its approach. - The Zurich University of Teacher Education participates through the Unitwin partnership programme in the UNESCO international network on “Reorientation of Teacher Education towards Sustainability”. This network programme is hosted and coordinated by the York University in Toronto, Canada. The network's focus lies on experimentation with different approaches to reorient teacher education towards sustainability, using an agreed upon common framework. - As a result of a congress on ‘ESD in Schools – Challenges for Teacher Education’, held in Germany in January 2013, a network of teacher education universities in German-speaking countries has been founded to accelerate the process of ESD implementation in the area of teacher education: Netzwerk LehrerInnenbildung für eine nachhaltige Entwicklung (http://www.leuphana.de/institute/infis/forschung-projekte/deutschsprachiges-netzwerk-lehrerinnenbildung-fuer-eine-nachhaltige-entwicklung.html). The Swiss Cohep Consortium on ESD, representing the German-speaking teacher education universities in Switzerland is a member of this network. It is hosted and coordinated by the Leuphana University of Lüneburg in Germany. - Several Teacher Education Universities in the German speaking and Italian speaking parts of Switzerland participate in the network and programme North-South/East Partnerships in Teacher Education, that has also dedicated its partnership approach on questions related to ESD. The programme is coordinated by éducation21, funded by SDC. - The University of Basel participates in the network of UE4SD (University Educators for Sustainable Development): http://www.ue4sd.eu/project/project-about. UE4SD is a consortium of higher education institutions, organisations, agencies and associations gathered around four regions across Europe (Eastern, Northern, Southern and Western Europe). The partnership includes all the skills and recognised expertise in the areas of sustainability and ESD in higher education. The network's focus is on ESD in higher education that points to the urgency of advancing issues regarding teaching and learning quality and professional development through ESD competences. - The Centre for Development and Environment (CDE), University of Bern, supports with reference to ESD a North-South network of trainers and institutions that support integrative training and learning in four continents. This network developed through the NCCR programme – North-South Research Partnerships for Sustainable Development – that formally ended in June 2014, and was funded by the Swiss National Science Foundation, SDC, and the participating institutions.

Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and list the major ones.</i></p> <p>Switzerland is an official member of ENSI international network (Environment and School Initiatives), and also coordinating the CoDeS, the Comenius multilateral network through <i>éducation21</i>. The project CoDeS (Schools and Communities working together on Sustainable Development) is funded by the Lifelong Learning Program from EU. The activities of the network aim at providing an European perspective on the processes of learning, models, values and tools for successful collaboration on ESD. The network will produce, publish and disseminate a range of products useful for school and community stakeholders to engage into successful practice such as case study reports, tool box, traveling guide, and different types of workshops.</p>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>	<p><i>Please list and describe.</i></p> <p>There are no explicit Swiss government programmes to promote ESD in international forums outside the ECE region.</p> <p>However, indirectly the Swiss government promotes international forums on ESD, including the participation of countries outside the ECE region through institutional support of international organisations, such as UNESCO, e.g. on international conferences.</p> <p>In the context of the consultation and debate about global future development and sustainability goals (post-2015 agenda) the Swiss</p>
	<p>Swiss position in the domain of education promotes the principles of ESD within the frame of educational development perspectives of ensuring equitable, inclusive, quality education and life-long learning for all. (http://www.post2015.ch/post2015/en/home.html).</p> <p>On the basis of bi-lateral programme agreements with government partners for development cooperation, the Swiss Agency for Development Cooperation (SDC) supports an ESD related programme in Mongolia. The main objective of the programme, that is planned for a period from 2013-2020, is to implement a national programme on education for sustainable development (ESD). The contribution of SDC for this period amounts up to 13.3 Mio. CHF (Swiss Francs).</p>
Concluding remarks on issue 6	<p><i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i></p>
	<p><i>Please address in particular the following questions:</i></p> <p>- <i>Which actions/ initiatives have been particularly successful and for which reason?</i> CoDeS incorporates 29 partners from 17 countries (16 European and the Republic of Korea). Its main focus lays on research of success factors for school and community collaboration. In order to foster these co-operations CoDeS developed two research reports, two publications for teachers and community members describing methods, tools and reflections on co-operations, two e-platforms and one digital handbook for local authorities. CoDeS disseminated its work in three conferences, offering the opportunity for the public to share knowledge with some of the world's major educators for ESD (Arjen Wals, Kartekeya Sarabhai, Lucie Sauvé, a.o.)</p> <p>- <i>What challenges did your country encounter when implementing this objective?</i> CoDeS is aware that implementation of new collaborations is difficult, because of a lack of awareness (among potential cooperation partners) about the importance of schools and community collaborations, political structures and an overload of principals and teachers.</p>

	<p>- <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <p>Information about chances, challenges and the importance of school-community collaboration is crucial for the implementation of ESD (information campaigns, etc.). Focal points for collaborations would be very supportive, because research showed that individual small initiatives may work excellently but remain time-limited and are NOT sustainable.</p> <p>There are many other international networks and ESD focused international cooperation opportunities. In order to benefit from these international networks, Swiss public authorities as well as Swiss educational institutions, which strategically are focused on ESD, should dedicate enough resources to maintain and contribute to the international networks on ESD, using also the links to Swiss organisations that are institutionally involved in international cooperation. One interesting programme that is conceptualised as a multimedia teacher education programme should be considered more intensively, also for Swiss ESD-actors in the future: It is called Teaching and Learning for a Sustainable Future and is a UNESCO programme for the Decade of ESD. It provides professional development for student teachers, teachers, curriculum developers, education policy makers, and authors of educational materials: http://www.unesco.org/education/tlsf/</p>
<p>Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD</p>	
<p><i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters incl. spaces). Pls. be as specific as possible.</i></p> <p>The topic promotion of knowledge of indigenous peoples and traditional knowledge for ESD in Switzerland, is hardly discussed.</p> <p>Nevertheless, Switzerland supports international research within CoDeS, that has been carried out by the National Kapodistrian University, and Rhodes University in Greece, researching on profiles of isolated communities and ways into integration through school-community networks (and the role of ICT thereby). The research shows, that remote and isolated communities depend on local knowledge (handcrafting, sustainable use of (natural) resources, traditions of social coherence, etc.) in order to survive the difficult circumstances. Collaboration among institutions and partners with local knowledge is crucial for the survival of community systems. Research also shows the need of support for indigenous teachers and community members.</p> <p>In its international cooperation programme, the Centre for Development and Environment (CDE), University of Bern, was involved in research and promotion of applying traditional knowledge for a sustainable soil management in Ethiopia, as were other international cooperation projects, e.g. funded by the Swiss Agency for Development Cooperation (SDC), or research by Swiss Universities, and others. The reference of traditional knowledge to ESD though did in most cases not materialise or was not linked to institutionalisation.</p>	
<p><i>What role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i></p> <p>The implementation and dissemination of CoDeS tools started in 2014. No evaluation is available so far.</p>	

Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy
<p><i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible. Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).</i></p> <p><u>Challenges for the implementation of the Strategy:</u></p> <ul style="list-style-type: none"> - Although SD and ESD have been supported and confirmed by Swiss government departments and agencies as well as by the ESD engaged community of education practitioners, politicians and society, it is a politically sensitive issue in Switzerland. Mainly conservative parties reject ESD-integration into the education system. - Furthermore, high level legitimation and support for SD- and ESD-processes is still lacking (e.g. the Economic and Finance Departments of the Federal Council are still not participating in the SD/ESD strategy and national implementation.) The non-governmental ESD-stakeholders, in particular educational institutions, play a crucial role for ESD implementation, but they are not involved in the core decision making-process. - The parallel process of curricula development in the different language regions of Switzerland (PER, Lehrplan21) reflect the rather cautious attitude of the Swiss education community and the society towards ESD-integration in the education system. ESD is mentioned as a principle of cross-curricular importance, but not as a systemic approach or value to be implemented in the formal education system - On political decision-making level, it also shows the federal, decentralised character of the Swiss education system that is not favourable for an effective ESD-implementation strategy on the national level, and it still slows down decision-making processes for the education system. - From the perspective of ESD implementing schools and educational institutions in Switzerland, they have been challenged by a higher workload (e.g. the participating schools of the network of health promoting schools report), that often is not additionally paid for. In the ESD-participating schools it is also reported to be challenged by rather high expectations of ESD outcomes through the involved school community and politicians. - ESD-promoting schools are also challenged by the parallel process of implementing ESD-principles and competence based curricula at a time, when both concepts are not yet broadly anchored in the society, and moreover are often decided upon outside of schools. Since there is prerequisite of participation and ownership of such processes to be successful, local authorities, the school management and also mandated external education experts are challenged to let participation and ownership with the teachers, pupils and the involved school community happen, right from the beginning of such innovation or reform processes.
Issue 9. Future implementation of Education for Sustainable Development
<p><i>Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?</i></p> <p>ESD stakeholders have mentioned the following points as being supportive to further ESD integration into the Swiss school system:</p> <ul style="list-style-type: none"> - With the establishment of a national competence centre for ESD, éducation21 (operational since 2013), current efforts and a political commitment on the implementation of ESD in Switzerland have been strengthened for a long-term continuous development, also beyond the Decade on ESD.

- The development of a guideline on how to integrate ESD in Teacher Education by the ESD Consortium Cohep in Nov. 2012, as well as a guiding international research on ESD-indicators (for quality assessment/enhancement) indicates - at least from the non-governmental Swiss education community – that the foundation for ESD-implementation has been laid, measures and quality control steps to be taken for this process are analysed, and available as guidelines and recommendations. Many punctual ESD experiences in initial and in-service teacher training have been made. ESD has really reached Teacher Education in Switzerland, and therefore will continue to be implemented and researched also in future.
- On behalf of FOPH and the Swiss Foundation for Health Promotion, and in agreement with éducation21, the Swiss Network of Health Promoting Schools (SNGS) and éducation21 will be further developed into a “**Swiss Network on ESD**”. Strategy, concept and institutional development for this is planned for 2014-2016, implementation will start in 2017. This is really a promising step for the development of different approaches to ESD offering and implementation in Switzerland. Institutionally it bundles synergies and efforts on ESD that could mark a milestone for ESD implementation in future.
- Vocational training: ENSI applies for a new ERASMUS+ project in 2014. Theme: Competences for Sustainable Development in Vocational Training. Duration September 2014 – 2017, 8 partner organisations (2 Research, 1 Ministry, 2 NGO’s, 2 VET schools, 1 international company). Leading organisation: The Nordwin College NL (replacing Switzerland due to the political developments here), Information about the approval in August 2014.
- As of 2015, the sd-universities programme funds projects that develop faculty-training courses for sustainable development. These courses should enable lecturers and teaching staff (i) to understand how sustainable development relates to their field of expertise, (ii) to impart knowledge on sustainable development and (iii) to introduce it into their own courses. Projects should apply innovative teaching and learning models that specifically strengthen competencies for sustainable development such as reflexive, multi-perspective and practical reasoning. Interuniversity projects are encouraged. Thus, projects that develop innovative faculty-training courses are expected to establish them as part of the continued education programme offered by the university. For the whole sd-universities programme (2013-2016) that includes in some ways an institutionalisation of SD/ESD at the university level, it is expected to have a long-term outcome.
- With regard to development and cooperation strategies beyond the timeframe of Millennium Development Goals (Agenda post-2015) there are promising signs of a future approach of sustainable development goals to be formulated for the agenda post-2015, based on a globally shared believe and approach that sustainable development goals need to be formulated for countries in the ‘North’ as well as for countries in the ‘South’. Thus, any commitment of nations for a sustainable development in the future, needs efforts and steps to be taken in the own society, economy and the environment, as well as global action. This shift of the strategy for development cooperation goals will have effects on national strategies for sustainable development in the future, and therefore is promising also for focusing again in the education sector for ESD.

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

Please specify which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education by filling in the table below. *(Please tick (✓) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for SD.)*

Also, could you specify which specific themes are of critical importance in your country and why?

Some key themes covered by sustainable development	ISCED Levels 2011								
	0	1	2	3	4	5	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)									
Ethics and philosophy									
Citizenship, democracy and governance		(✓)							
Human rights (e.g., gender and racial and intergenerational equity)									
Poverty alleviation									
Cultural diversity		(✓)							
Biological and landscape diversity									
Environmental protection (waste management, etc.)		(✓)							
Ecological principles/ecosystem approach									
Natural resource management (e.g., water, soil, mineral, fossil fuels)			(✓)						
Climate change									
Personal and family health (e.g., HIV/AIDS, drug abuse)			(✓)						
Environmental health (e.g., food and drinking; water quality; pollution)		(✓)							
Corporate social responsibility		(✓)							
Production and/or consumption patterns									
Economics									
Rural/urban development									
Total									
Other <i>(countries to add as many as needed)</i>									

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 153 ticks; “other” categories not counted) is:

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
Scale	A	B	C	D	E	F

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³¹/programme of study at various levels of formal education, by filling in the table below. *(Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)*

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?									
	- understanding complexity/systemic thinking?									
	- overcoming obstacles/problem-solving?									
	- managing change/problem-setting?									
	- creative thinking/future-oriented thinking?									
	- understanding interrelationships across disciplines/holistic approach?									
	Total									
- other (countries to add as many as needed)?										
-										
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?									
	- decision-making, including in situations of uncertainty?									
	- dealing with crises and risks?									
	- acting responsibly?									
	- acting with self-respect?									
	- acting with determination?									
	Total									
- other (countries to add as many as needed)?										

³¹ At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels								
		0	1	2	3	4	5	6	7	8
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?									
	- self-expression and communication?									
	- coping under stress?									
	- ability to identify and clarify values (<i>for phase III</i>)?									
	Total									
	- other (<i>countries to add as many as needed</i>)?									
	-									
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?									
	- acting with respect for others?									
	- identifying stakeholders and their interests?									
	- collaboration/team working?									
	- participation in democratic decision-making?									
	- negotiation and consensus-building?									
	- distributing responsibilities (subsidiarity)?									
	Total									
	- other (<i>countries to add as many as needed</i>)?									
	-									

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 207 ticks; "other" not counted) is:

No. of ticks	0–11	12–21	22–53	54–105	106–156	157–207
Scale	A	B	C	D	E	F

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels. (Please tick (✓) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels								
	0	1	2	3	4	5	6	7	8
Discussions									
Conceptual and perceptual mapping									
Philosophical inquiry									
Value clarification									
Simulations; role playing; games									
Scenarios; modelling									
Information and communication technology (ICT)									
Surveys									
Case studies									
Excursions and outdoor learning									
Learner-driven projects									
Good practice analyses									
Workplace experience									
Problem-solving									
Total									
Other (countries to add as many as needed)									

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

^a Please refer to paragraph 33(e) of the UNECE Strategy for ESD.

The scoring key for this table (maximum 126 ticks; “other” not counted) is:

No. of ticks	0–8	9–42	43–53	54–76	77–98	99–126
Scale	A	B	C	D	E	F

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. *(Please tick (✓) in both (a) and (b) template-tables to indicate what types of education stakeholders are involved.)*

Table (a)

According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	Non-formal	Informal
NGOs	(✓)	(✓)	(✓)
Local government	(✓)		
Organized labour			
Private sector	(✓)	(✓)	(✓)
Community-based			
Faith-based			
Media	(✓)		
Total			
Other <i>(countries to add as many as needed)</i>			

The scoring key for this table (maximum 21 ticks; “other” not counted) is:

No. of ticks	0–1	2	3–5	6–10	11–15	16–21
Scale	A	B	C	D	E	F

Table (b)
According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	(✓)	(✓)	(✓)	(✓)	(✓)
Local government	(✓)	(✓)		(✓)	(✓)
Organized labour					
Private sector	(✓)	(✓)	(✓)	(✓)	(✓)
Community-based	(✓)				(✓)
Faith-based					
Media	(✓)		(✓)		
Total	5	3	3	3	4
Other (<i>countries to add as many as needed</i>)					

The scoring key for this table (maximum 35 ticks; “other” not counted) is:

No. of ticks	0–5	6–11	12–17	18–23	24–29	30–35
Scale	A	B	C	D	E	F

Appendix III

Indicator 3.1, sub-indicator 3.1.3

Please specify to what extent ESD is a part of the initial and/or in-service educator's training, by filling in the table below by ticking (✓) as appropriate.

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	Educators												Leaders/administrators ^b					
	Initial ^c						In service ^d						In service ^e					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0.																		
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
Non-formal																		
Informal																		

^a Training is understood to include at least one day (a minimum of five contact hours).

^b See paras. 54 and 55 of the UNECE Strategy for ESD.

^c Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.

^d Please indicate the number of educators who have received training on ESD as a percentage of the total number of educators who received in-service teacher training by the reporting date.

^e Please indicate the number of leaders/administrators who have received training on ESD as a percentage of total number of leaders/administrators who received in-service teacher training by the reporting date.

The scoring key for this table (maximum 100%) is:

Percentage of educated trainers	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✓) as appropriate.

On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country. If feasible, please specify the methodology used for the self-assessment.

Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed