

SWITZERLAND

1. National reporting on the progress achieved in the implementation of the United Nations Economic Commission for Europe (ECE) Strategy for Education for Sustainable Development offers a valuable opportunity for countries to learn from each other and to share newly produced resources and materials within and beyond the ECE region.
2. In preparation for the thirteenth meeting of the ECE Steering Committee on Education for Sustainable Development, countries are requested to fill in the questionnaire below, reporting on progress made and challenges encountered in implementing the selected three priority action areas since the twelfth Steering Committee meeting (Geneva, 20-21 April 2017).
3. Additional sub-section in this questionnaire refers to the alignment of the national strategies for ESD with the Global Action Programme on Education for Sustainable Development, contributing to the implementation of the 2030 Development Agenda in terms of achieving the SDG 4.7 on education and as an instrument to achieving all 17 SDGs.
4. Countries are kindly requested to submit this information in writing to the secretariat via e-mail (esd@unece.org) by **15 March 2018**.
5. The secretariat will review all the information submitted and deliver a synthesis presentation at the Steering Committee's thirteenth meeting. The presentation will be followed by an interactive discussion.
6. Recognizing the importance of celebrating champions of education for sustainable development, Steering Committee members are in particular invited to indicate if there are any outstanding initiatives on the implementation of the priority action areas in their countries that they wish to share and/or present. Countries might also wish to report on how the implementation of the national strategies for ESD contributes to the achievement of the Goal 4.7 and the 2030 Agenda at the national level, and also on mainstreaming gender aspect in the national ESD policies.

Questionnaire for 2018 informal country¹ reporting on the implementation of the three “vertical” priority action areas²

Advances made and challenges encountered since the twelfth Steering Committee meeting in April 2017

I. Priority action area (a)

Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019

1. Has the number of schools adopting a “whole-institution approach” to sustainable development or education for sustainable development (ESD) increased?

Yes x No

In 2017 the national schoolnetwork of healthy and sustainable schools www.schulnetz21.ch was launched. It is build up on the network of healthy schools and will now allow an opening towards ESD. About 1'800 schools are member of the network. Cantons and schools choose freely whether to start a process toward sustainability or whether to concentrate on health issues exclusively. The

¹ Countries with a federal structure are free to provide several inputs or questionnaires from different states or entities, if appropriate.

² See framework for the future implementation of the UNECE Strategy for Education for Sustainable Development (ECE/BATUMI.CONF/2016/11), subparas. 20 (a)-(c). Available from <http://www.unece.org/environmental-policy/environment-for-europe/efe-conferences/batumi-conference/documents-and-materials.html>.

thematic opening of the network stresses the tendency towards sustainability as foreseen by regional curricula for mandatory schools.

2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?

Yes No

ESD is now a topic within the schoolnetwork. Experience exchange and instruments on ESD will be supplied. *éducation21* can fund school projects on ESD to some extent for any schools whether being part of the network or not.

3. Are staff and students in schools with ESD plans more environmentally and ecologically aware than staff and students in schools without ESD plans?

Yes No

An evaluation of *éducation21* shows that teachers, school heads and teacher trainers are more familiar with ESD in the French speaking part of Switzerland than in other parts. One of the reasons might be that the regional curriculum containing ESD is in vigour for a longer time than in other parts. No research has been made so far on the concrete awareness of students and staff. In average about half of the teachers staff knows about ESD.

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

A full range of selected teaching material including film is available on www.education21.ch in three languages. To some extent *éducation21* produces regularly teaching material itself.

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

An evaluation on the efficiency and effectiveness of the national competence center on ESD *éducation21* has been established (see <http://www.education21.ch/de/node/4228>). It contains representative surveys with teachers, school heads and teacher trainers. The effectiveness of the national centre of competence generally is judged good, its institutional anchorage is excellent.

6. Additional comments on implementing the UNECE Strategy for ESD in your country (please specify, if any):

II. Priority action area (b)

Promoting the extension of education for sustainable development in teacher education and in the training of all educators

1. Has there been any significant advancement made with regard introducing or extending ESD as a part of educators' initial training?

Yes No

The teachers training chamber of Swiss universities adopted a new strategy. ESD becomes an important role

as teachers shall be sensibilised on ESD. ESD
https://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/Kammern/Kammer_PH/170912_Strategie_2017-2020_d_Def_01.pdf

2. Have there been any significant advances made with regard to introducing or extending ESD as a part of educators' in-service training?

Yes No see pt. 1 above.

3. Are beginning teachers who have been in teacher education that has introduced ESD more likely to teach from a sustainability perspective?

Yes No See I. 3

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No See I. 4.

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No The Swiss report 2018 on the Swiss education system is supposed to give information on ESD for the 1st time. It is going to be published in summer 2018.

6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):

III. Priority action area (c)

1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD?

Yes No éducation21 has developed a new project which aims at developing guidelines for the integration of ESD in the instruments of vocational training. The project will start in 2018.

2. Have any incentives and assistance measures been made available that support the reorientation of TVET towards sustainable development?

Yes No s.also <http://www.education21.ch/de/berufsbildung/home>

3. Are students who have been in TVET oriented to sustainable development finding jobs related to sustainable development?

Yes No No scientific evidence is available.

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes x No

<http://www.education21.ch/de/berufsbildung/home>

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes x No

The new project of éducation21 will be evaluated.

6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):

IV. Monitoring SDG 4 (Targets 4.7 and 4.a)

SDG 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

Target 4.7: "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

Target 4.a: "Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all"

(Note: According the UNESCO methodology (see report "Historical efforts to implement the UNESCO 1974 Recommendation on Education in light of 3 SDGs Targets, <http://unesdoc.unesco.org/images/0024/002472/247275E.pdf>), the agreed global indicator measures the extent to which (i) global citizenship and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.)

1. Does your country have a stand- alone "sustainable development", "global understanding", "international understanding" policy/plan/law in place, all of them using "sustainable development" language?

Yes x No

The government has adopted a strategy on Sustainable Development 2016 - 2019. The reporting on the agenda 2030 is coordinated with this strategy.
<https://www.are.admin.ch/are/en/home/sustainable-development/strategy-and-planning/sustainable-development-strategy-2016-2019.html>

2. Is ESD reflected in your country's current education policy/ies and frameworks?

Yes X No

The common declaration of EAER (Federal Department of Economic Affairs Education and Research) and the EDK (Conference of the Cantonal education ministers) foresees ESD as a common target.
https://edudoc.ch/static/web/aktuell/medienmitt/erklaerung_18052015_d.pdf

3. Is ESD reflected in your country's current school curricula?

Yes X No

ESD is reflected in the three regional curricula for elementary school in each case in a different manner. ESD is also reflected in the frame curricula for general education in the context of vocational training.

Some gymnasia do have curricula reflecting ESD, presumably others don't.

4. Is ESD reflected in the curriculum of pre-service and/or in-service teacher training?

Yes X No

There are 14 teacher training colleges in Switzerland. As the curricula for elementary school reflect ESD one can expect that ESD is also reflected in the curricula of these colleges.

The training of teachers for gymnasia is mostly on a university level. We do not know to what extent ESD is reflected at this level.

5. Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD? (please tick all that apply)

(a) Knowledge

Yes No

no information available

(b) Skills and competencies no information available

Yes No

no information available

(c) Values and attitudes

Yes No

no information available

(d) Behaviours

no information available

Yes No

no information available

(e) None

Yes No

no information available

(f) No information available

Yes No

no information available

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

6. Are the other core elements of the Target 4.7 part of education in your country?

All those issues can be treated as aspects of ESD

– Sustainable lifestyles

Yes X No

– Human rights

Yes X No

– Gender equality

Yes X No

– Promotion of a culture of peace and non-violence

Yes X No

- Global citizenship

YesX No

- Appreciation of cultural diversity and of culture's contribution to sustainable development

Yes x No

Yes No

**7. Additional comments on implementing SDG Goal 4.7 in your country
(please specify, if any):**

8. Is Target 4.a (see above) part of education policy in your country?

Yes No x

Generally the education policy refers to the curricula but so far not very much to the agenda 2030.

9. Is climate change education/environmental awareness mandatory at any level of education in your country?

Yes No x

This issues are mostly considered to be part of ESD. Nevertheless we cannot claim that the teaching of some specific content is mandatory.
