



**FORMAT FOR REPORTING
ON IMPLEMENTATION OF THE UNECE STRATEGY FOR
EDUCATION FOR SUSTAINABLE DEVELOPMENT**

*Within the framework of the
United Nations Decade of Education for Sustainable Development (2005–2014)*

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

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

Signature: B. Bringold

Date: 28 October 2010

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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; on 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 FOEN consulted the stakeholders listed below; with some stakeholders interviews have been conducted, while others have answered in writing. Furthermore, available documents related to ESD have been taken into account. The FOEN has synthesized the information and diverse views.

Governmental institutions (*please specify*)

The following governmental institutions have been consulted: Federal Office for Spatial Development, Federal Office for the Environment, Federal Office of Public

Health, Federal Office for Professional Education and Technology, General Secretariat of the Federal Department of Home Affairs, Swiss Agency for Development and Cooperation, the State Secretariat for Education and Research, Swiss Conference of Cantonal Ministers of Education, Swiss UNESCO Commission, Inter-cantonal Conference of Public Education of the French and Italian-speaking region, Conference of Cantonal Ministers of Education of the German-speaking region.

Stakeholders:

NGOs (*please specify*)

The following NGOs have been consulted: Swiss Foundation for Environmental Education, Swiss Foundation for Education and Development, Swiss Foundation for Health Education/Radix, NGO education coalition, Environment and School Initiatives, sanu

Academia (*please specify*)

The following academia stakeholders have been consulted: Rectors' Conference of the Swiss Universities, Rectors' Conference of the Swiss Universities of Applied Sciences, Swiss Conference of Rectors of Universities of Teacher Education (COHEP), Conference of Colleges of higher Vocational Education and Training, Sustainability Network

Business (*please specify*)

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 the decision making power for educational matters is mainly federal and therefore with the 26 cantons (e.g. basic education, universities). The Swiss Conference of Cantonal Ministers of Education is the coordinating institution on the cantonal level. On the national level, the Federal Office for Professional Education and Technology (e.g. responsible for vocational education, support for innovation) and the State Secretariat for Education and Research (e.g. responsible for Federal Institutes of Technology, support for scientific research) have competencies in educational matters. Nevertheless funding for ESD derives mainly from the following national government institutions: Federal Office for the Environment, Federal Office of Public Health and Swiss Agency for Development and Cooperation, while the Federal Office for Spatial Development takes a coordinating role for sustainability matters on the national level.

TEMPLATE FOR REPORTING

ISSUE¹ 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD

If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

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

¹ Issues 1 to 6 are in accordance with the objectives of the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1).

each canton. Recently 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 22 of the 26 cantons and the beginning of its implementation.

Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD

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| 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"/> | <i>Please specify languages.</i> The UNECE Strategy for ESD is available in German, French and Italian, but not in Romansh, the fourth national language in Switzerland. |
| 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"/> | Mr. Beat Bringold Head of Environmental Education Section Communications Division Federal Office for Environment Papiermühlstrasse 172 3063 Ittigen-Berne Tel: +41 031 322 70 54 Fax: +41 031 322 92 44 E-mail: Beat.Bringold@bafu.admin.ch Website: www.umwelt-schweiz.ch/umweltbildung |
| Sub-indicator 1.1.3 | Do you have a coordinating body for implementation of ESD? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i> The main coordinating body for the implementation of ESD is the Coordination Conference for ESD (hereafter CCESD). The Swiss Conference of Cantonal Ministers of Education and seven national governmental bodies involved in ESD (Federal Office for Spatial Development, Federal Office for the Environment, Federal Office of Public Health, Federal Office for Professional Education and Technology, General Secretariat of the Federal Department of Home Affairs, Swiss Agency for Development and Cooperation and the State Secretariat for Education and Research) are members of the CCESD. It is coordinating the federal and cantonal strategy and the implementation of BNE on all levels of the Swiss education system (with a focus on the compulsory school system). The implementation of the UNECE Strategy for ESD is not an explicit mandate though. In general non-governmental stakeholders (business, academia, NGOs) do not have an opportunity to participate at the meetings of the CCESD, though some non-governmental stakeholders can be invited as ‘guests’ and are involved in the implementation of the measures to a certain degree, Further bodies exist, which have certain coordinating functions: - The Forum ESD is led by the Foundation for Education and Development and the Foundation for Environmental Education and is an informal platform for information exchange between a broad range of BNE stakeholders, including non-governmental stakeholders. - The Swiss Commission for UNESCO supports the implementation of the UNESCO Decade of Education for Sustainable Development. |
| Sub-indicator 1.1.4 | Do you have a national implementation plan for ESD? |

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.

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| <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p><i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD.</i></p> <p>An action plan for the implementation of ESD ('Massnahmeplan 2007-2014') exists, which has been approved by the CCESD in 2007. It mentions four measures and corresponding outcomes to implement ESD in the Swiss education system, which are in line with the UNECE strategy objectives:</p> <ol style="list-style-type: none"> 1) Support the integration of ESD into the regional curricula. 2) Support the integration of ESD into teachers' education. 3) Support the integration of ESD into quality development of the schools. 4 a) The members of the CCESD integrate ESD in the running education activities. b) The CCESD intends to profit more of the international cooperation in the area of ESD. <p>The action plan is not comprehensive though, as not all the UNECE strategy objectives are covered: activities in order to ensure that adequate tools and materials for ESD are accessible, to promote research and development of ESD, to strengthen cooperation on ESD at all levels within the UNECE region and to promote SD through non-formal and informal learning are not or only partially included. A reference to the UNECE Strategy for ESD is lacking. Furthermore only ISCED levels 0-2 are covered under measure 1.</p> <p>The Sustainable Development Strategy (2008-2011) of the Swiss Federal Council from 2008 reaffirms the measures of the above mentioned action plan and mentions as a further measure the implementation of ESD in the non-formal and informal education. While activities to implement the action plan have started or are in preparation, little has been undertaken yet in order to implement the last-mentioned measure.</p> |
| <p>Sub-indicator 1.1.5</p> | <p>Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the United Nations Decade of ESD,³ and other policy processes relevant to ESD?</p> |
| <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> | <p><i>Please specify.</i></p> <p>There is no common coordinating body for the two international processes on ESD.</p> |
| <p>Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD</p> | |
| <p>Sub-indicator 1.2.1</p> | <p>Is ESD reflected in any national policy⁴ document(s)?</p> |
| <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p><i>Please specify and list major document(s).</i></p> <ul style="list-style-type: none"> • Swiss Federal Council: Sustainable Development Strategy (2008-2011), 2008: http://www.are.admin.ch/themen/nachhaltig/00262/00528/index.html?lang=en • Swiss Conference of Cantonal Ministers of Education: Action plan 2007-2014: Education for Sustainable Development, 2007: http://edudoc.ch/record/24772/files/massnahmenplan_BNE_d.pdf?ln=deversion=1 • Swiss Conference of Cantonal Ministers of Education: Programme of Activities 2008-2014, 2010. http://www.edudoc.ch/static/web/edk/tgpro_d.pdf |

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"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <p><i>If yes, please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.</i></p> <table border="1" data-bbox="1005 248 1402 596"> <thead> <tr> <th data-bbox="1010 252 1249 304">ISCED levels ⁶</th> <th data-bbox="1249 252 1328 304">(a)</th> <th data-bbox="1328 252 1397 304">(b)⁷</th> </tr> <tr> <td></td> <td data-bbox="1249 304 1328 336">Yes</td> <td data-bbox="1328 304 1397 336">Yes</td> </tr> </thead> <tbody> <tr> <td data-bbox="1010 336 1249 368">0</td> <td data-bbox="1249 336 1328 368"></td> <td data-bbox="1328 336 1397 368"></td> </tr> <tr> <td data-bbox="1010 368 1249 400">1</td> <td data-bbox="1249 368 1328 400"></td> <td data-bbox="1328 368 1397 400"></td> </tr> <tr> <td data-bbox="1010 400 1249 432">2</td> <td data-bbox="1249 400 1328 432"></td> <td data-bbox="1328 400 1397 432"></td> </tr> <tr> <td data-bbox="1010 432 1249 464">3</td> <td data-bbox="1249 432 1328 464">(x)</td> <td data-bbox="1328 432 1397 464">(x)</td> </tr> <tr> <td data-bbox="1010 464 1249 496">4</td> <td data-bbox="1249 464 1328 496"></td> <td data-bbox="1328 464 1397 496"></td> </tr> <tr> <td data-bbox="1010 496 1249 528">5⁸</td> <td data-bbox="1249 496 1328 528">(x)</td> <td data-bbox="1328 496 1397 528"></td> </tr> <tr> <td data-bbox="1010 528 1249 560">6</td> <td data-bbox="1249 528 1328 560"></td> <td data-bbox="1328 528 1397 560"></td> </tr> <tr> <td data-bbox="1010 560 1249 592">Teacher education</td> <td data-bbox="1249 560 1328 592"></td> <td data-bbox="1328 560 1397 592"></td> </tr> </tbody> </table> <p>a)</p> <p>Level 0: There is no national education legislation with a reference to ESD. The intercantonal agreement on the harmonisation of the basic education (HarmoS-Konkordat), to which 22 of 26 cantons have 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>Level 1: There is no national education legislation with a reference to ESD. The intercantonal agreement on the harmonisation of the basic education (HarmoS-Konkordat), to which 22 of 26 cantons have 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>Level 2: There is no national education legislation with a reference to ESD. The intercantonal agreement on the harmonisation of the basic education (HarmoS-Konkordat), to which 22 of 26 cantons have 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>Level 3: There is no national education legislation with a reference to ESD for 3A. For 3B 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 BBT über Mindestvorschriften für die Allgemeinbildung, Art. 2d) have an explicit reference to SD as a learning objective. Additionally in many of the decrees for each profession there is a reference to ESD. Furthermore the Department of Economy defines guidelines for the accreditation of advanced technical colleges, which include sustainability criteria relating to the institution as well as to the curricula.</p> <p>Level 4: There is no national education legislation with a reference to ESD.</p> <p>Level 5: For 5A there is no reference to ESD in the national legislation referring to universities or teacher education, but the Federal Act on Universities of Applied Sciences (Fachhochschulgesetz, Art. 3c) has an explicit reference to ESD. On a cantonal level the situation is different in each canton. A reference to ESD in the university promotion law (Hochschulförderungsgesetz), which is in preparation, is being considered. Three</p> | ISCED levels ⁶ | (a) | (b) ⁷ | | Yes | Yes | 0 | | | 1 | | | 2 | | | 3 | (x) | (x) | 4 | | | 5 ⁸ | (x) | | 6 | | | Teacher education | | |
| ISCED levels ⁶ | (a) | (b) ⁷ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 3 | (x) | (x) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 ⁸ | (x) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

⁵ International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm).

⁶ Education level in accordance with ISCED.

⁷ National curricula and/or national standards/ordinances/requirements.

⁸ For higher education institutions when answering: (1) regarding national legislation: this objective is focusing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts, national strategies of Research and Development, university organization and studies acts, or general laws of higher educations**; (2) regarding national and/or subnational standards/ordinances/requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process; see http://www.coe.int/t/dg4/highereducation/EHEA2010/BolognaPedestrians_en.asp for information) for higher education institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.

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| | <p>universities have a reference to ESD in their general concept. Level 6: There is no national education legislation with a reference to ESD.</p> <p>ESD has been introduced into some national education legislation in recent years; NGOs have played an important role in that process.</p> <p>b) Level 0, 1 and 2: At the moment the situation is different in each canton – in some ESD is included in the curricula, in others not. Measure 1 of the action plan is addressing this issue. With the introduction of the study plan for the French-speaking region in 2011, ESD-related competencies and topics will be integrated in the curricula of all French-speaking cantons, though an explicit reference to ESD could not be integrated. ESD will probably also be part of the curricula of the German-speaking region, which is in preparation at the moment and is planned to be introduced in 2014. Level 3: For 3A the framework curriculum does not explicitly mention ESD, but includes references to trans-disciplinarity, ESD-related competences and ESD topics. For 3B there is a core curriculum (Rahmenlehrplan ABU), which has explicit references to SD and mentions ESD-relevant topics and competencies. Level 4: There is no reference on a national level. Level 5: There are no national curricula. Some programmes of study have a reference to ESD. Level 6: There are no national curricula. Some programmes of study have a reference to ESD. Teacher education: At the moment the situation is different in each canton – in some ESD is included in the curricula, in others not. Measure 2 of the action plan is addressing this issue, but work has begun only recently.</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"/> | <p><i>Please specify.</i></p> <p>- The Sustainable Development Strategy (2008-2011) by the Swiss Federal Council from 2008 includes a measure to strengthen non-formal and informal ESD. http://www.are.admin.ch/themen/nachhaltig/00262/00528/index.html?lang=en</p> |
| 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 ⁹ cooperation relevant to ESD exist in your Government? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify.</i></p> <p>In the CCESD, 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 CCESD (and not actively participating in SD matters in general).</p> |
| Sub-indicator 1.2.6 | Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ¹⁰ |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify.</i></p> <p>There is no official multi-stakeholder cooperation mechanism on ESD in place, but the Forum ESD, organised by the Swiss Foundation for Education</p> |

⁹ Between State bodies.

¹⁰ For explanation see paragraph 46 of the UNECE Strategy for ESD.

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| | and Development and the Swiss Foundation for Environmental Education, is an informal forum for information exchange between a broad range of BNE stakeholders, at which various government representatives usually take place. |
| 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> <ul style="list-style-type: none"> - 1.5 Mio. CHF are available for implementing the action plan on ESD; the money is provided by the CCESD members. - The cantons support the foundation environmental education with about 80'000 CHF. - The Swiss Development Cooperation supports the foundation education and development with about 2.8 Mio. CHF per year, of which most is spent on global learning. - The Federal Office for Environment supports the foundation environmental education with about 1.2 Mio. per year of which around 150'000 CHF are spent on ESD, while environmental education is the priority. - The Federal Office for Health supports the foundation radix with around 250'000 CHF per year, of which most is spent on health education. - The Federal Office for Spatial Development supports a program for SD activities, which include a few ESD activities. <p>Compared to over 25 billion CHF, which is spent on education (on the local, cantonal and national level) in Switzerland, the amount is very small.</p> |
| Indicator 1.3 National policies support synergies between processes related to SD and ESD | |
| Sub-indicator 1.3.1 | Is ESD part of SD policy(s) if such exist in your country? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify.</i></p> <p>The Sustainable Development Strategy (2008-2011) by the Swiss Federal Council from 2008 includes ESD as a topic and outlines respective measures to implement ESD. http://www.are.admin.ch/themen/nachhaltig/00262/00528/index.html?lang=en</p> |
| Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING | |
| <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 or will be prepared in the next years and are planned to be introduced in 2014. At the time of writing all but two cantons have opted to participate in this process.</p> | |
| Indicator 2.1 SD key themes are addressed in formal education | |
| Sub-indicator 2.1.1 | Are key themes of SD ¹¹ addressed explicitly in the curriculum ¹² /programme of study at various levels of formal education? |

¹¹ For explanation see paragraph 15 of the UNECE Strategy for ESD.

¹² At the State level, where relevant.

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| <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p><i>Phase II: Please specify in the table in appendix I (a) and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <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> </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 level 1 and 2 we have tried to give an indicative overview of the present situation.</p> <p>For ISCED level 0,1 and 2, language-based curricula are in preparation. The curriculum for the French-speaking region is already defined and will include most of the mentioned key themes; they are introduced through the topics political education, health education, environmental education, global learning. For the German- and Italian-speaking region the curricula are not yet defined.</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"/> | | | | | | | | |
| <p>Sub-indicator 2.1.2</p> | <p>Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum¹³/programme of study at various levels of formal education?</p> | | | | | | | | | | | | |
| <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> | <p><i>Phase II: Please specify in the table in appendix I (b) and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <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> </table> <p>At the moment curricula in Switzerland are not yet competence-based. With measure 1 of the action plan, efforts to introduce 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 and will be implemented in 2011.</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"/> | | | | | | | | |
| <p>Sub-indicator 2.1.3</p> | <p>Are teaching/learning methods that support ESD addressed explicitly in the curriculum¹⁴/programme of study at various levels of formal education?</p> | | | | | | | | | | | | |
| <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p><i>Phase II: Please specify in the table in appendix I (c) what methods are of particular significance in your country and use the scale. Indicate the results in the box below.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <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> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).</i></p> <p>With measure 1 of the action plan, efforts to introduce teaching/learning efforts 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 teaching/learning methods are included into the curriculum, which has been adopted and will be implemented in 2011.</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"/> | | | | | | | | |

¹³ See footnote 12.

¹⁴ See footnote 12.

Indicator 2.2 Strategies to implement ESD are clearly identified

Sub-indicator 2.2.1 Is ESD addressed through:¹⁵ (a) existing subjects¹⁶ only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?¹⁷ (e) other approaches?

Phase II: If yes, please specify for different levels of education system in accordance with ISCED by ticking (V) in the table as appropriate.

| ISCED levels | (a) | (b) | (c) | (d) | (e) |
|--------------------------|-----|-----|-----|-----|-----|
| | Yes | Yes | Yes | Yes | Yes |
| 0 | | | X | X | |
| 1 | X | | X | X | |
| 2 | X | | X | X | |
| 3 | X | | X | X | |
| 4 | X | | X | X | |
| 5 | X | x | x | x | |
| 6 | X | x | x | x | |
| Teacher education | x | | x | x | |

- (a) Yes No
- (b) Yes No
- (c) Yes No
- (d) Yes No
- (e) Yes No

If you ticked (e), please specify the approaches.

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.

With the curriculum for the French-speaking cantons for level 1, which will enter into force 2011, SD issues will mostly be introduced through the subject 'general education' and certain SD-related topics will be introduced through existing subjects. As the cantons will decide how many hours per week will be dedicated to the subject 'general education', ESD will play a different role in each canton; there is a risk that it even will not be addressed at all.

It is not yet possible to tell how ESD will be introduced to the curriculum for the German speaking cantons (Lehrplan 21), which is being prepared. The main focus might be through existing subjects and some elements of a cross-curriculum approach.

Teacher education: At the time of writing data is being collected how ESD is implemented in the various teacher education schools. The approaches are quite different from school to school as there is no binding (cantonal or national) regulation on this.

¹⁵ For higher education institutions: These distinctions would be equal to: (a) **courses and disciplines**; (b) **interdisciplinary courses**; (c) **separate, specified SD courses or seminars**; and (d) **stand-alone projects** implemented by the department, faculty or inter-faculty structures.

¹⁶ E.g. geography or biology. For higher education, "subject" means "course".

¹⁷ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

| Indicator 2.3 A whole-institution approach¹⁸ to SD/ESD is promoted | | | | | | | | | | | | | | | | | | | |
|--|---|--------------|-----|---|--|---|--|---|--|---|--|---|--|---|--|---|--|--------------------------|--|
| Sub-indicator 2.3.1 | Do educational institutions ¹⁹ adopt a “whole-institution approach” to SD/ESD? | | | | | | | | | | | | | | | | | | |
| <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> | <p><i>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ISCED levels</th> <th style="text-align: center;">Yes</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">0</td><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;"> </td></tr> <tr> <td style="text-align: center;">Teacher education</td> <td style="text-align: center;"> </td> </tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify (provide examples on how it is done).</i></p> <p>At the moment there are no guidelines, strategies or concerted efforts to adopt a “whole-institution approach” on any ISCED level. It will be a topic for the implementation of measure 3 (on quality development) of the action plan, but at the moment a discussion on an official level has not yet started. Nevertheless there are cases of institution, which have implemented a “whole-institution approach” to certain degrees:</p> <ul style="list-style-type: none"> - There is a Swiss a network of around 900 health-promoting schools, which tries to integrate its approach focusing on health and certain further social aspects of ESD on the whole school. - The primary school of Gettnau uses ESD as a basis for the whole school with a main focus on the social pillar. - In Switzerland there are 62 UNESCO-associated schools, which try to implement the UNESCO goals. Some of them choose ESD as a goal. - The Swiss Federal Institute of Technology Lausanne incorporates principles of sustainable management and energy efficiency considerations. - The Architecture Academy is implementing a project called SOSTA, which promotes the development of the institution to a sustainable academy including mainly ecological criteria. - The guidelines of the Swiss Economy Department for the accreditation of advanced technical colleges and curricula requests that advanced technical colleges support a sustainable development and include a sustainability management for quality development of the colleges. | ISCED levels | Yes | 0 | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | Teacher education | |
| ISCED levels | Yes | | | | | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | |
| Teacher education | | | | | | | | | | | | | | | | | | | |
| Sub-indicator 2.3.2 | Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”? | | | | | | | | | | | | | | | | | | |

¹⁸ A “whole institution approach” means that all aspects of an institution's internal operations and external relationships are reviewed and revised in 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).

¹⁹ For higher education institutions: **whole university, whole college or whole faculty approach** (including inter-faculty approaches).

Yes No

Phase II: If yes, please specify what schemes are available for all levels of your education system in accordance with ISCED by ticking (V) in the table as appropriate.

| ISCED levels | Yes |
|-------------------|-----|
| 0 | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| Teacher education | |

Please also specify for non-formal and informal education, as appropriate. If relevant data are available please also specify (provide examples on how it is done).

| Sub-indicator 2.3.3 | Do institutions/learners develop their own SD/ESD indicators for their institution/organization? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--------------|-----|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|-----|---|--------------------------|-------------------|--------------------------|--------------|-----|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|-------------------|--------------------------|
| <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p><i>Phase II: If yes, please specify for all levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate:</i></p> <p><i>(a) For formal institutions.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 2px;">ISCED levels</th> <th style="padding: 2px;">Yes</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">0</td><td style="padding: 2px;"><input type="checkbox"/></td></tr> <tr><td style="padding: 2px;">1</td><td style="padding: 2px;"><input type="checkbox"/></td></tr> <tr><td style="padding: 2px;">2</td><td style="padding: 2px;"><input type="checkbox"/></td></tr> <tr><td style="padding: 2px;">3</td><td style="padding: 2px;"><input type="checkbox"/></td></tr> <tr><td style="padding: 2px;">4</td><td style="padding: 2px;"><input type="checkbox"/></td></tr> <tr><td style="padding: 2px;">5</td><td style="padding: 2px;">(x)</td></tr> <tr><td style="padding: 2px;">6</td><td style="padding: 2px;"><input type="checkbox"/></td></tr> <tr style="background-color: #e0e0e0;"> <th style="padding: 2px;">Teacher education</th> <th style="padding: 2px;"><input type="checkbox"/></th> </tr> </tbody> </table> <p><i>(b) For non-formal institutions for non-formal and informal education.</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 2px;">ISCED levels</th> <th style="padding: 2px;">Yes</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">0</td><td style="padding: 2px;"><input type="checkbox"/></td></tr> <tr><td style="padding: 2px;">1</td><td style="padding: 2px;"><input type="checkbox"/></td></tr> <tr><td style="padding: 2px;">2</td><td style="padding: 2px;"><input type="checkbox"/></td></tr> <tr><td style="padding: 2px;">3</td><td style="padding: 2px;"><input type="checkbox"/></td></tr> <tr><td style="padding: 2px;">4</td><td style="padding: 2px;"><input type="checkbox"/></td></tr> <tr><td style="padding: 2px;">5</td><td style="padding: 2px;"><input type="checkbox"/></td></tr> <tr><td style="padding: 2px;">6</td><td style="padding: 2px;"><input type="checkbox"/></td></tr> <tr style="background-color: #e0e0e0;"> <th style="padding: 2px;">Teacher education</th> <th style="padding: 2px;"><input type="checkbox"/></th> </tr> </tbody> </table> <p><i>If relevant data are available, please also specify (i.e. provide examples on how it is done).</i></p> <p>- The Advanced Technical College of Bern has introduced SD- and ESD-related indicators into their quality assessment system.</p> | ISCED levels | Yes | 0 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | (x) | 6 | <input type="checkbox"/> | Teacher education | <input type="checkbox"/> | ISCED levels | Yes | 0 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | Teacher education | <input type="checkbox"/> |
| ISCED levels | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | (x) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher education | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ISCED levels | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher education | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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? (b) Do they address ESD²⁰? (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?

Phase II: If yes, please specify for various levels of your education system in accordance with ISCED, by ticking (V) in the table as appropriate.

| ISCED levels | (a) | (b) | (c) |
|--------------------------|-----|-----|-----|
| | Yes | Yes | Yes |
| 0 | | | |
| 1 | X | (x) | |
| 2 | X | (x) | |
| 3 | X | | |
| 4 | X | (x) | |
| 5 | (x) | (x) | |
| 6 | | | |
| Teacher education | | | |

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).

(a) Yes No
 (b) Yes No
 (c) Yes No

- In some cantons for ISCED levels 1-3 quality assessments are required by law. The implementation of the quality assessment is different from canton to canton.
- ENSI and SEED (School Development through Environmental Education) 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 a hundred indicators.
- 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.
- Sanu is applying education quality assessments (ISO 9001, ISO14001), which include environmental aspects for all its courses, including non-formal courses.
- 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.
- The Swiss Education Report presents data related to the Swiss education system, but does not include ESD in its assessment.

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 No

*Phase II: Please specify.*²¹

²⁰ 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).

²¹ Please describe how this is done, e.g. in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

| | |
|---|--|
| | 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. |
| 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>Phase II: Please specify and provide examples.</i></p> <ul style="list-style-type: none"> - FOEN supports sanu in offering courses on SD topics with a focus on SMEs, municipality staff, associations, civil society. The total amount for sanu is about 300'000 CHF per year, but it is not possible to determine how much is for work-based learning. - Pusch offers workshops on environmental topics in which many municipality staff participate. - Agridea offers courses related to SD topics for farmers. - There is a support programme by the Federal Office for Spatial Planning of which certain projects touch upon informal or formal education. |
| 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 checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.</i></p> <p>There are no government guidelines referring to this. Some institution are applying such instruments on a voluntary basis, as for example the following:</p> <ul style="list-style-type: none"> - Sanu is applying education quality assessments (ISO 9000, ISO14001) for all its courses, including non-formal courses. - The social kit is a self-assessment tool developed by sanu, which SMEs can use to improve their social performance. - Öbu has developed a self-assessment tool (Efficheck), which SMEs can use to improve sustainability. |

| Indicator 2.6 ESD implementation is a multi-stakeholder process ²² | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|-------------------------------------|--------------------------|--------------------------|------------------------------|--------------------------|------------------------------|-------------------------------------|--------------------------|--------------------------|--|--|---|---|---|---|---|---|---|---|---|---|---|---|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| Sub-indicator 2.6.1 | Is ESD implementation a multi-stakeholder process? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Phase II: Please specify in the table in appendix II (a) and (b) and use the scale. Indicate the results in the boxes below.</i></p> <table border="1"> <thead> <tr> <th colspan="6">(a) According to the UNECE Strategy on ESD</th> <th colspan="6">(b) According to the UN DESD</th> </tr> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th> <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 checked="" 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><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </tbody> </table> <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> | (a) According to the UNECE Strategy on ESD | | | | | | (b) According to the UN DESD | | | | | | A | B | C | D | E | F | A | B | C | D | E | F | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (a) According to the UNECE Strategy on ESD | | | | | | (b) According to the UN DESD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | B | C | D | E | F | A | B | C | D | E | F | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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>At the moment there are no national or cantonal guidelines concerning ESD in teacher education. Therefore the situation of ESD-integration into the teacher education is very heterogeneous and varies a lot from canton to canton and from institution to institution.</p> <p>Measure 2 of the action plan is addressing the topic of ESD-integration in educators' initial training and in-service training, but work has begun only very recently. A consortium consisting of representatives of a number of teacher training colleges (two colleges are not yet represented) under the guidance of the Swiss Conference of Rectors of Universities of Teacher Education is mandated by the CCESD to develop recommendations until 2012 how ESD can be integrated educators' initial training and in-service training on all levels and for all teacher training colleges. The approach is based on a strong involvement of the respective teacher training colleges to assure an implementation of the proposed recommendations.</p> <p>Measure 3 of the action plan might touch the training of leaders and administrators of educational institutions, but discussions on the scope of measure 3 are still on-going.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Indicator 3.1 ESD is included in the training ²³ of educators | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sub-indicator 3.1.1 | Is ESD a part of educators' initial training? ²⁴ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Phase II: Please specify by filling in the table in appendix III.</i></p> <p>There are no national guidelines concerning ESD integration into educators' initial training. It's not possible to give an overview on the current situation, as ESD integration depends from institution to institution. At some institutions ESD is part of the initial training, but in the majority of the cases it is not.</p> <p>Measure 2 of the action plan is aiming to set standards.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sub-indicator 3.1.2 | Is ESD a part of the educators' in-service training? ²⁵ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Phase II: Please specify by filling in the table in appendix III.</i></p> <p>There are no national guidelines concerning ESD integration into educators' in-service training. It's not possible to give an overview on the current</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

²² 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).

²³ ESD is addressed by content and/or by methodology.

²⁴ For higher education institutions: The focus is here on existing **teacher training at universities/colleges** regarding SD and ESD for university/college teachers.

²⁵ 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.

| | |
|---|---|
| | <p>situation, as ESD integration depends from institution to institution. At some institutions ESD is part of the initial training, but in the majority of the cases it is not. Measure 2 of the action plan is aiming to set standards.</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>Phase II: Please specify by filling in the table in appendix III.</i></p> <p>At the moment it is hardly ever the case. Only very little discussions have been had on that aspect. Measure 3 of the action plan is meant to touch it, but discussions on the scope of measure 3 are still on-going.</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? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Phase II: Please specify (provide examples on how this is done).</i></p> <p>There exist various informal networks or platforms, which are open to educators and administrators, but none is officially mandated.</p> <ul style="list-style-type: none"> - The Forum ESD is an informal exchange forum for all institutions/persons interested in ESD covering mainly formal ESD topics. It is organised by the Swiss Foundation for Environmental Education and Swiss Foundation for Education and Development and takes place three times a year. - The Swiss Foundation for Environmental Education furthermore organizes an initial teacher network, which meets twice a year for half-day meetings on specific environmental education- or ESD-related topics in both the German and French speaking region and a network for tutors concerned with teachers' continuous professional education. - The Network Sustainable Development with mainly teachers of advanced technical colleges and from the government meets once a year in order to further exchange and integrate ESD into advanced technical colleges. - There are three colloquia on ESD per year in the French- and Italian-speaking region, with a mandated by the intercantonal 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. - A private initiative has started, which intends to launch a ESD forum on university level, which is supposed to take place in 2011 for the first time. |
| Sub-indicator 3.2.2 | Are ESD networks/platforms supported by the government in any way? ²⁶ |
| 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> <p>The Federal Office for the Environment supports the networks the Foundation for Environmental Education is organising (around 40'000 per year), the Agency for Development and Cooperation supports the networks the Foundation for Education and Development is organizing and the Federal Office for Health supports the network Radix is organizing.</p> |
| Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE | |
| <i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i> | |

²⁶ Including assistance through direct funding, in-kind help, political and institutional support.

| Indicator 4.1 Teaching tools and materials for ESD are produced | |
|---|--|
| Sub-indicator 4.1.1 | Does a national strategy/mechanism for encouragement of development and production of ESD tools and materials exist? |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <i>Please describe.</i> |
| 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>Phase II: Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in USD) for annual expenditures on ESD-related research and development.</i></p> <p>Public expenditure is for usually for certain ESD-related topics as citizenship, environment, health, but not for ESD with a trans-disciplinary approach.</p> <ul style="list-style-type: none"> - FOEN supports the foundation for environmental education with around 200'000 USD for teaching materials and the cantons have contributed another 150'000 USD. - The foundation education and development uses some of its money for teaching material production. - Part of the funds sanu receives from the Federal Office for the Environment is earmarked for the development and production of ESD tools and 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>Phase I: For (a) and (b), please describe.</i></p> <p><i>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c), please also describe. Please also provide your own examples, as appropriate.</i></p> <p>The Swiss Foundation for Education and Development and the Swiss Foundation for Environmental Education both have developed quality guidelines for teaching tools and materials in the areas of global learning and environmental education. Additionally the Swiss Foundation for Education and Development has developed quality criteria for teaching tools on ESD for the Italian speaking region (GrussTi (http://www.ti.ch/can/temi/sst/)), which have been approved by the 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 <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Phase I: For (a) please specify.</i></p> <p>Tools are available in German, French and Italian, but probably not in Romansh. For all levels of education some tools/materials exist, but number, topics and quality varies strongly (e.g. there seem to be most materials in German).</p> |

| <p><i>Phase II: If yes for (b), please specify by ticking (V) in the table as appropriate.</i></p> <table border="1"> <thead> <tr> <th>ISCED levels</th> <th>(b) Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>X</td> </tr> <tr> <td>1</td> <td>X</td> </tr> <tr> <td>2</td> <td>X</td> </tr> <tr> <td>3</td> <td>X</td> </tr> <tr> <td>4</td> <td>X</td> </tr> <tr> <td>5</td> <td>X</td> </tr> <tr> <td>6</td> <td>X</td> </tr> <tr> <td>Teacher education</td> <td>X</td> </tr> </tbody> </table> | | ISCED levels | (b) Yes | 0 | X | 1 | X | 2 | X | 3 | X | 4 | X | 5 | X | 6 | X | Teacher education | X |
|---|--|--------------|------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--------------------------|---|
| ISCED levels | (b) Yes | | | | | | | | | | | | | | | | | | |
| 0 | X | | | | | | | | | | | | | | | | | | |
| 1 | X | | | | | | | | | | | | | | | | | | |
| 2 | X | | | | | | | | | | | | | | | | | | |
| 3 | X | | | | | | | | | | | | | | | | | | |
| 4 | X | | | | | | | | | | | | | | | | | | |
| 5 | X | | | | | | | | | | | | | | | | | | |
| 6 | X | | | | | | | | | | | | | | | | | | |
| Teacher education | X | | | | | | | | | | | | | | | | | | |
| 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>Phase II: Please describe.</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, giving the annual expenditures for ESD-related research and development.</i> | | | | | | | | | | | | | | | | | | |
| Sub-indicator 4.3.3 | Are approved ESD teaching materials available through the Internet? | | | | | | | | | | | | | | | | | | |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <i>Please describe.</i> | | | | | | | | | | | | | | | | | | |
| 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 type="checkbox"/> No <input checked="" type="checkbox"/> | <i>For (a) and (b) please specify.</i> The Swiss Foundation for Environmental Education and the Foundation for Environmental Education provide an online database of ESD and environmental education teaching tools and materials (http://www.umweltbildung.ch/documentation/index.asp , http://www.globaleducation.ch/globaleducation_de/pages/AN/AN_LnNt.php?navanchor=2110001). Furthermore on http://educa.ch/dyn/73115.asp there are as well teaching tools and materials. However, the lists are not comprehensive. | | | | | | | | | | | | | | | | | | |
| 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 Research²⁷ on ESD is promoted | | | | | | | | | | | | | | | | | | | |
| Sub-indicator 5.1.1 | Is research that addresses content and methods for ESD ²⁸ supported? | | | | | | | | | | | | | | | | | | |

²⁷ These include support from various sources, such as State, local authorities, business and non-governmental sources.

²⁸ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; means of evaluation including socio-economic impacts.

| | |
|--|--|
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <p><i>Phase II: Please specify what kind of research (content and methods). Please provide the total amount annually over the reporting period, and if feasible, as a percentage of the total research budget.</i></p> <p>Several teacher learning institutions and universities do research on ESD (e.g. the Laboratory of Didactics and Epistemology of Sciences at University of Geneva or the Interdisciplinary Center for General Ecology at University of Bern), which is sometimes supported by regular funding mechanism (like Swiss Science Foundation). However, there are no specific ESD research funding channels.</p> <p>ENSI is doing research on learning environments, which is partly funded by Switzerland.</p> |
| 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"/> | <p><i>Please specify what kind of research (content and methods).</i></p> |
| Sub-indicator 5.1.3 | Are post-graduate programmes available: (1) on ESD: ²⁹ (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"/> | <p><i>Phase II: Please specify what kind of programmes are available for (1) (a) and (b); (2) (a) and (b).</i></p> <p>(1) (a): none (b): The Laboratory of Didactics and Epistemology of Sciences at University of Geneva has a research programme on ESD.</p> <p>(2) (a): The University of Basel offers a Master programme in Sustainable Development. The Swiss Federal Institute of Technology offers the Master programme in Environmental Sciences, which addresses SD or the Master programme in Geography is related to the topic global change and sustainability. At the University of Geneva there is a interfaculty master course on environmental science including SD. (b): The Universities of Bern, Basel and Zürich offer a doctorates' programme on SD („Doctoral Programme on Global Change, Innovation and Sustainability“). University of Bern offers a research programmes of the International Coordination Body for General Ecology and the Centre for Development and Environment (CDE) (i.a. for Social Learning for Sustainability) and the National Centre of Competence in Research (NCCR) North-South related to SD, as well as the Interdisciplinary Center for General Ecology. At the University in St.Gallen the Institute for Economy and Ecology has research programmes on SD. The Zurich Graduate School of Geography is on SD and there is a doctoral programme “Global Change and SD”. At the Federal Institute of Technology Lausanne three professorships explicitly cover SD issues, which are „Landolt and Cie Chair: Innovations for a Sustainable Future“ at the School of Architecture, Civil and Environmental Engineering, the UNESCO Chair in Technologies for Sustainable Development and the Lombard Odier Chair for Future Generations. Several institutes of the Institute for Technology Zurich have research projects related to SD, most explicitly for environmental sciences. Also the University of Zürich has SD-related research programmes in various institutes. ESD is addressed in some of them.</p> |
| 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"/> | <p><i>Phase II: Please specify for (a) and (b).</i></p> <p>There are no specific scholarships for research on ESD. However, four universities give prizes for outreaching achievements in the area of sustainability and the Competence Center Environment and Sustainability of the Federal Institute of Technology Zurich supports research projects based on sustainability criteria.</p> |

²⁹ ESD is addressed by substance and/or by approach.

| 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? ³⁰ |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <i>Phase II: Please specify and provide the total amount annually over the reporting period.</i> Action research done by ENSI is partially funded by the Swiss government. |
| Indicator 5.3 Dissemination of research results on ESD is promoted | |
| Sub-indicator 5.3.1 | Is there any public authority support for mechanisms ³¹ to share the results of research and examples of good practices in ESD ³² among authorities and stakeholders? |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <i>Phase II: Please specify and provide the total amount annually over the reporting period.</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"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>Phase I: For (a), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i> <ul style="list-style-type: none"> - Bertschy, Franziska: Vernetztes Denken in einer Bildung für eine nachhaltige Entwicklung. Interventionsstudie zur Förderung vernetzten Denkens bei Schülerinnen und Schülern der 1. und 2. Primarschulstufe. Bern, 2007. - Bertschy, Franziska, François Gingins, Christine Künzli, Antonietta Di Giulio, Ruth Kaufmann-Hayoz: Bildung für Nachhaltige Entwicklung in der obligatorischen Schule, 2007. - Frischknecht-Tobler U., Nagel U., Seybold H., eds. Systemdenken. Wie Kinder und Jugendliche komplexe Systeme verstehen lernen, 2008. - Künzli David, Ch. 2007. Zukunft mitgestalten. Bildung für eine nachhaltige Entwicklung - Didaktisches Konzept und Umsetzung in der Grundschule. Haupt Verlag, Bern. Di Giulio, A., Defila, R., Hammer, Th., Bruppacher, S. (Herausgeber/innen): Allgemeine Ökologie. Innovationen in Wissenschaft und Gesellschaft. Festschrift für Prof. Dr. Ruth Kaufmann-Hayoz. Haupt Verlag, Bern, 2007. - Riess, W./Apel, H. (Hrsg.): Bildung für eine nachhaltige Entwicklung. Aktuelle Forschungsfelder und -ansätze. 2006. <i>Phase II: For (b), if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i> <ul style="list-style-type: none"> - Regula Kyburz-Graber: Sozio-ökologische Umweltbildung, 1997. - Regula Kyburz-Graber, Dominique Högger, Arnold Wyrsh: Sozio-ökologische Umweltbildung in der Praxis: Hindernisse, Bedingungen, Potentiale, 2000. - Kyburz-Graber, Regula et. Al.: Umweltbildung im 20. Jahrhundert: Anfänge, Gegenwartsprobleme, Perspektiven, 2001. - Regula Kyburz-Graber et. Al.: Reflective practice in teacher education: learning from case studies of environmental education, 2006. - Regula Kyburz-Graber (Hrsg.): Kompetenzen für die Zukunft: Nachhaltige Entwicklung konkret. - Meylan, Jean-Pierre: Umwelt-Erziehung in den Schweizer Schulen: Lehrpläne, Lehrmittel, Lehrerfortbildung, 1988. - Regula Kyburz-Graber, Franz Marfurt, Jürg Portmann: Integrierte Naturlehre: ein Handbuch für den Unterricht, 1991. |
| Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION | |
| <i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i> | |

³⁰ Activities may include pilot projects, action research, social learning and multi-stakeholder teams.

³¹ E.g. conferences, summer schools, journals, periodicals, networks.

³² 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.

| Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond | |
|--|---|
| Sub-indicator 6.1.1 | Do your public authorities cooperate in/support international ³³ networks on ESD? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Phase II: Please specify for national, subnational and local levels and list major networks.</i></p> <ul style="list-style-type: none"> • FOEN financially supports ENSI. • SDC financially supports the North-South Centre of the European Council and is at the moment member. • The group which established the curriculum for the French speaking cantons hold workshops at which international colleagues have participated. |
| Sub-indicator 6.1.2 | Do educational institutions/organisations (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"> • IUCN-CEC • ENSI • SHED-Share Network • IRIS • MEEdIES • UNESCO TEI ESD Network • DESD M&E Expert Group (MEEG) • North-South Centre (European Council) • Partnerships North-South of Swiss Foundation for Education and Development • Comenius: Lifelong Learning Programmes (European Commission) • INTEI (International Network of Teacher Education Institutions for Reorientation towards Sustainability) |
| Sub-indicator 6.1.3 | Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component? |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <i>Phase II: Please specify and list the major ones.</i> |
| Sub-indicator 6.1.4 | Does your Government take any steps to promote ESD in international forums outside the UNECE region? |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <i>Please list and describe.</i> |
| Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLES, AS WELL AS LOCAL AND TRADITIONAL KNOWLEDGE, IN ESD | |
| <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.</i> | |
| The topic is hardly discussed in Switzerland so far. | |
| <i>Phase II: Please provide the updated information to indicate changes over time.</i> | |

³³ In this context, international associations, working groups, programmes, partnerships, etc. means those at the global, regional and subregional levels.

Phase III: Please provide the updated information to indicate changes over time.

Issue 8. DESCRIBE ANY CHALLENGES AND OBSTACLES ENCOUNTERED IN THE IMPLEMENTATION OF THE STRATEGY

Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.

Phase II: Please provide the updated information to indicate changes over time.

Although SD and ESD have been supported and confirmed by Switzerland and the community of states various times as leading principles, 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 lacking.

For a long time only a rather small avant-garde worked on ESD integration. Though making significant progress on selected points and now serving as showcases, no broad effects could be achieved and a coherent implementation was lacking. Coordination efforts have started and led to a coordinating institution with representatives from most of the relevant government bodies and an action plan with four concrete measures, which implementation has begun. However, the federal Swiss education system hampers a coordinated ESD-integration and slows down the process. The non-governmental stakeholders, who are often playing a very vital role, are at the moment not involved in the core decision making process.

Various topics have not yet been covered in a coordinated manner, and long-term planning (beyond 2014) is lacking. The national approach to SD is fragmented: the coordinating institution for SD on a national level lacks the financial resources for SD implementation; the representatives of the economic pillar of SD on the national government level are not participating in the SD process; two national government institutions and a coordination body for the cantons are the main responsible institutions for education on a national level, but funding derives mainly from other national government entities, which can be related to either to the environmental or social pillar of SD and as such do not have a trans-disciplinary view.

On the concrete level of ESD integration, finding an adequate and enduring way for ESD integration in the curricula still remains one of the major challenges. The involved institutions find it difficult to overcome the fragmentation into different subjects, which the trans-disciplinary approach of ESD requests.

Phase III: Please provide the updated information to indicate changes over time.

Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION

Provide relevant information on your country situation regarding this specific issue (up to 1,500 characters with spaces). Please be as specific as possible.

Phase II: Please provide the updated information to indicate changes over time.

ESD stakeholders have mentioned the following points as being supportive to further ESD integration into the Swiss school system:

- More high level support
- More awareness raising within the national government and the cantons
- A stronger involvement of all stakeholders in the decision-making process
- An implementing agency with a clear top level mandate
- More financial support, which is allocated in a coordinated manner
- Further integration of ESD into the teacher education
- A stronger focus on problem solving in teacher education
- Support for additional research on ESD
- More ESD teaching materials and tools
- Developing a vision beyond 2014

- A strategy to overcome the fragmentation of the national approach to ESD

Phase III: Please provide the updated information to indicate changes over time.

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 (V) 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.)

| Some key themes covered by sustainable development | ISCED Levels | | | | | |
|--|--------------|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 |
| 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 inter-generational 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>) | | | | | | |

NB: 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 (max. 102 ticks; “other” not counted) is:

| | | | | | | |
|--------------|-----|------|-------|-------|-------|--------|
| No. of ticks | 0–5 | 6–10 | 11–25 | 26–50 | 51–75 | 76–100 |
| Scale | A | B | C | D | E | F |

Could you specify which specific themes are of critical important in your countries and why? Please specify for different ISCED levels, as appropriate.

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 curriculum³⁴/programme of study at various levels of formal education, by filling in the table below.

(Please tick (V) 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 |
| 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: | Expected outcomes | 0 | 1 | 2 | 3 | 4 | 5 |
| | - 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)? | | | | | | | |
| | | | | | | | |
| Learning to be Does education at each level enhance learners' capacity for: | Expected outcomes | 0 | 1 | 2 | 3 | 4 | 5 |
| | - self-confidence? | | | | | | |
| | - self-expression and communication? | | | | | | |
| | - coping under stress? | | | | | | |
| | - ability to identify and clarify values (for phase III)? | | | | | | |
| | Total | | | | | | |
| | - other (countries to add as many as needed)? | | | | | | |
| | | | | | | | |

³⁴ At the State level, where relevant.

| | Expected outcomes | 0 | 1 | 2 | 3 | 4 | 5 |
|--|--|---|--|----------|----------|----------|----------|
| | | 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>)? | | | | | | |
| | - | | | | | | |

NB: Your response will reflect the variety of ESD learning outcomes 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 (max. 138 ticks; "other" not counted) is:

| | | | | | | |
|--------------|-----|------|-------|-------|--------|---------|
| No. of ticks | 0–7 | 8–14 | 15–35 | 36–70 | 71–104 | 105–138 |
| 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 (V) 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 ³⁵ | ISCED Levels | | | | | |
|---|--------------|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 |
| Discussions | | | | | | |
| Conceptual and perceptual mapping | | | | | | |
| Philosophical inquiry | | | | | | |
| Value clarification | | | | | | |
| Simulations; role playing; games | | | | | | |
| Scenarios; modeling | | | | | | |
| Information and communication technology (ICT) | | | | | | |
| Surveys | | | | | | |
| Case studies | | | | | | |
| Excursions and outdoor learning | | | | | | |
| Learner-driven projects | | | | | | |
| Good practice analyses | | | | | | |
| Workplace experience | | | | | | |
| Problem-solving | | | | | | |
| Total | | | | | | |
| Other <i>(countries to add as many as needed)</i> | | | | | | |
| | | | | | | |

NB: Your response will reflect the variety of ESD teaching/learning methods 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 (max. 84 ticks; “other” not counted) is:

| | | | | | | |
|--------------|-----|------|-------|-------|-------|-------|
| No. of ticks | 0–5 | 6–28 | 29–35 | 36–50 | 51–65 | 66–84 |
| Scale | A | B | C | D | E | F |

³⁵ Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent is ESD implementation a multi-stakeholder process by filling in the table below. Please provide examples of good practice. (Please tick (V) 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 | x | x | X |
| Local government | x | | X |
| Organized labour | | | |
| Private sector | x | | X |
| Community-based | | | |
| Faith-based | | | |
| Media | (x) | | x |
| Total | 3.5 | 1 | 4 |
| Other (countries to add as many as needed) | | | |

The scoring key for this table (max. 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 | X | X | x | X | X |
| Local government | X | X | | X | (X) |
| Organized labour | | | | (x) | (X) |
| Private sector | X | X | | X | (X) |
| Community-based | X | | | (x) | (X) |
| Faith-based | | | | (x) | (X) |
| Media | x | | | (X) | |
| Total | 5 | 3 | 1 | 5 | 3.5 |
| Other (countries to add as many as needed) | | | | | |

The scoring key for this table (max. 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 is ESD a part of the initial and/or in-service educator's training, by filling in the table below by ticking (V) as appropriate.

| ISCED levels | Percentage of education professionals who have received training ³⁶ to integrate ESD into their practice: (see key below) | | | | | | | | | | | | | | | | | |
|--------------|---|---|---|---|---|---|---------------------|---|---|---|---|---|--------------------------------------|---|---|---|---|---|
| | Educators | | | | | | | | | | | | Leaders/administrators ³⁷ | | | | | |
| | <i>Initial*</i> | | | | | | <i>In service**</i> | | | | | | <i>In service***</i> | | | | | |
| | 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 | | | | | | | | | | | | | | | | | | |
| Non-formal | | | | | | | | | | | | | | | | | | |
| Informal | | | | | | | | | | | | | | | | | | |

The scoring key for this table (max. 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 |

- * 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.
- ** 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.
- *** 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.

³⁶ Training is understood to include at least one day (a minimum of five contact hours).

³⁷ See paragraphs 54 and 55 of the UNECE Strategy for ESD.

Appendix IV

Summary and self-assessment³⁸ by countries:

| | | | | | | |
|----|---------------|---|---|---|--|------------------------------------|
| 1 | 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 |
| 2 | Indicator 1.2 | Policy, regulatory and operational frameworks support the promotion of ESD | <input type="checkbox"/> Not started | <input checked="" type="checkbox"/> In progress | <input type="checkbox"/> Developing | <input type="checkbox"/> Completed |
| 3 | Indicator 1.3 | National policies support synergies between processes related to SD and ESD | <input type="checkbox"/> Not started | <input checked="" type="checkbox"/> In progress | <input type="checkbox"/> Developing | <input type="checkbox"/> Completed |
| 4 | 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 |
| 5 | Indicator 2.2 | Strategies to implement ESD are clearly identified | <input type="checkbox"/> Not started | <input checked="" type="checkbox"/> In progress | <input type="checkbox"/> Developing | <input type="checkbox"/> Completed |
| 6 | 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 |
| 7 | Indicator 2.4 | ESD is addressed by quality assessment / enhancement systems | <input checked="" type="checkbox"/> Not started | <input type="checkbox"/> In progress | <input type="checkbox"/> Developing | <input type="checkbox"/> Completed |
| 8 | 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 |
| 9 | 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 |
| 10 | 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 |
| 11 | 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 |
| 12 | 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 |
| 13 | 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 |
| 14 | Indicator 4.3 | Teaching tools and materials for ESD are accessible | <input type="checkbox"/> Not started | <input checked="" type="checkbox"/> In progress | <input type="checkbox"/> Developing | <input type="checkbox"/> Completed |
| 15 | Indicator 5.1 | Research on ESD is promoted | <input type="checkbox"/> Not started | <input checked="" type="checkbox"/> In progress | <input type="checkbox"/> Developing | <input type="checkbox"/> Completed |
| 16 | Indicator 5.2 | Development of ESD is promoted | <input checked="" type="checkbox"/> Not started | <input type="checkbox"/> In progress | <input type="checkbox"/> Developing | <input type="checkbox"/> Completed |
| 17 | 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 |
| 18 | Indicator 6.1 | International cooperation on ESD is strengthened within the UNECE region and beyond | <input type="checkbox"/> Not started | <input checked="" type="checkbox"/> In progress | <input type="checkbox"/> Developing | <input type="checkbox"/> Completed |

³⁸ 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.