

# INFORMAL COUNTRY REPORT

(Switzerland)

## Questionnaire for 2014 informal country reporting on the implementation of the priority action areas

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*I. Priority action area (a) to promote the introduction of ESD into teacher education: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013*

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

Yes  No

- A professional group on ESD of the Swiss Conference of Rectors of Universities of Teacher Education, COHEP, has systematically integrated ESD into the teacher training education (Measure 2). See PPT of Mr. F. Bourquis, Switzerland, presented at the 8<sup>th</sup> meeting of the Steering Committee on ESD in 2013

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

Yes  No

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

Yes  No

- Federal Office of the Environment helped developing an interactive teaching material/tool about condition and changes in the Swiss landscape (a suburb around Berne) within the last 100 years. It will be online in late spring 2014: [www.zeitspur.ch](http://www.zeitspur.ch)
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*II. Priority action area (b) to ensure that there is an ESD school plan in every school by 2015: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013*

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1. Has the number of schools adopting a "whole-institution approach" to sustainable development (SD)/ESD increased?

Yes  No

- Networks of ESD-schools have an increasing number of members:

[www.umweltschulen.ch/netzwerk](http://www.umweltschulen.ch/netzwerk) and

[www.bz-gs.ch/bildungszentrum/sngs](http://www.bz-gs.ch/bildungszentrum/sngs)

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

Yes  No

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*II. Priority action area (b) to ensure that there is an ESD school plan in every school by 2015: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013*

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

Yes  No

- The National Service Centre education21 supports the implementation and consolidation of ESD and is providing ESD- teaching materials for all levels of education. The supply is increasing. [www.education21.ch](http://www.education21.ch).
- [www.objectif-sol.ch](http://www.objectif-sol.ch) – an interactive teaching tool about knowledge of the soil and its protection.
- [www.zeitspur.ch](http://www.zeitspur.ch) – an interactive teaching tool about landscape and transformation

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*III. Priority action area (c) to reorient technical and vocational education and training in support of sustainable development and the transition to a green economy: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013*

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

Yes  No

- Good progresses on the systemic level: a good co-operation between Federal Office for the Environment and the State Secretariat for Education, Research and Innovation SERI. The educational regulations and plans of the basic vocational education system and of the higher vocational education system are continuously supplemented within the framework of the dispatch with elements of sustainable development.

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

Yes  No

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

Yes  No

- Fact sheets with cleantech-recommendations (fiches d'information cleantech) are available for 217 job profiles: [www.sbf.admin.ch/berufsbildung/01587/01810/index.html?lang=fr](http://www.sbf.admin.ch/berufsbildung/01587/01810/index.html?lang=fr)

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*III. Priority action area (c) to reorient technical and vocational education and training in support of sustainable development and the transition to a green economy: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013*

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*IV. Implementing education for sustainable development beyond the United Nations Decade of ESD*

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1. Is there already a political commitment/indication that ESD implementation will continue to be supported after the United Nations Decade of ESD?

• Ys  No

- ESD is implemented in the Federal Act on Vocational and Professional Education and Training in Art. 15 c: “economic, **environmental**, social and cultural knowledge and skills **that learners need to contribute to sustainable development.**”
- Green Economy: The Federal Council mandates for a green economy. Strategy and action plan are in operation.

[www.bafu.admin.ch/wirtschaft/11350/12928/index.html?lang=fr](http://www.bafu.admin.ch/wirtschaft/11350/12928/index.html?lang=fr)

2. Is there an indication of what will (continue to) be the priorities of your country for future ESD implementation?

Yes  No

- Lehrplan21, the curriculum-to-come for German speaking primary schools, has various integrated ESD aspects.

- The education plan for the French part of Switzerland contains ESD for the general education:  
[www.plandetudes.ch](http://www.plandetudes.ch)