



Latest developments in ESD in Switzerland

Nineteenth meeting of the UNECE Steering Committee on ESD

Palais des Nations, Geneva, Switzerland

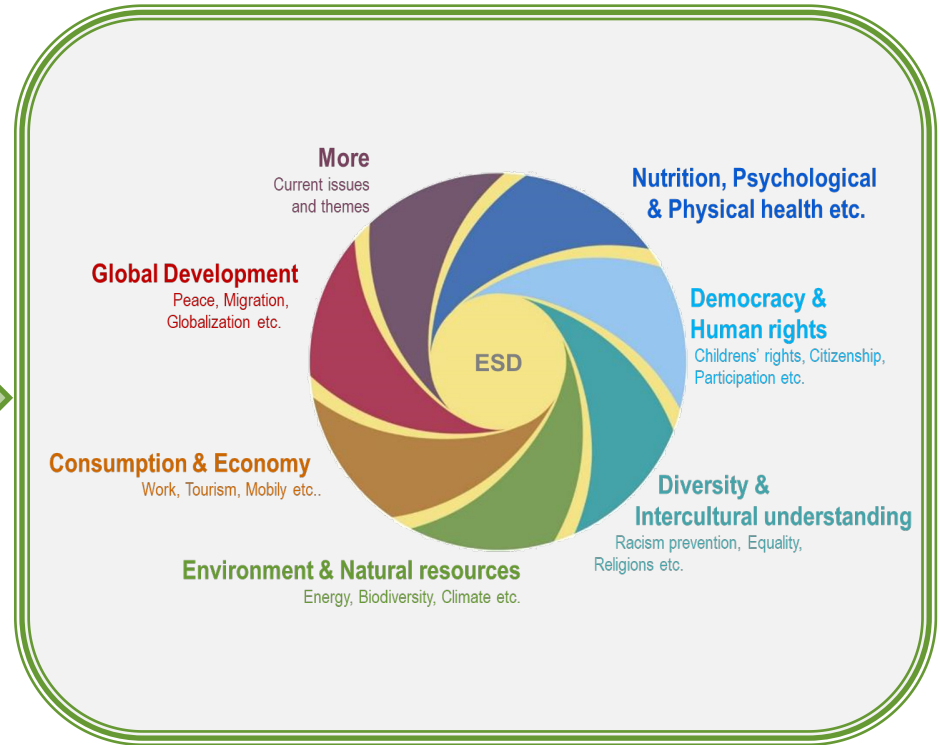
29-31 May 2024

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Framework conditions for ESD

Federalism, education – cantonal competence
3 linguistic regions = 3 curricula
National: Constitution, etc.
International: Agenda 2030, etc.



Curricular implementation of ESD



Upper secondary level

- As of 2024, successive integration of ESD in all curricula.

VET

- In classes (school) : Anchored as a transversal theme.
- Job trainings: Sustainability closely linked to the specific job profile.

Tertiary

- Teacher education (Universities of Teacher Education) → adopted in all curricula.
- Universities (WWF-Report, 2021):
 - SD well anchored in strategies, reporting and controlling;
 - Lack of systematic engagement of students in SD (teaching and research programs).

Key features of ESD



→ A peaceful coexistence in a sustainable society.



→ Build and strengthen competences for shaping a sustainable future by introducing pupils and students, future citizens, to the complexity of the world.

→ Develop competences in a cross-curricular approach and a set of targets to be reached.



→ Apply a positive pedagogy (promote social and personal skills; strengthen personal empowerment through vision orientation and positive messages).



Beutelsbach Consensus + ESD principles

Coordinating integration and implementation of ESD

éducation21
National Center of
Competence and
Special Agency of the
Conference of the
Cantonal Ministries of
Education for ESD



ESD and Teaching



ESD and school
(WSA)



Anchoring ESD in
upper secondary
level



Multipliers



Communication

Main principles of implementation I: Whole School Approach



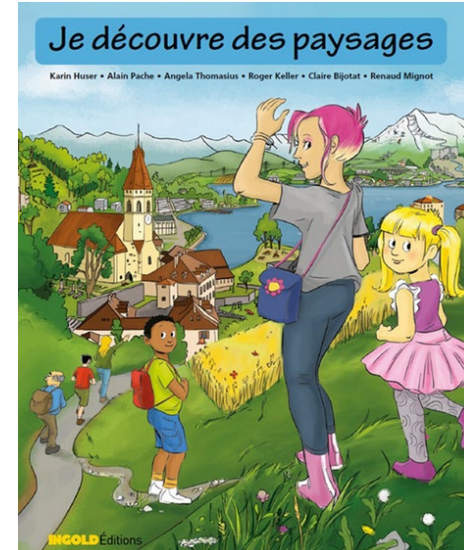
Schulnetz21 | Réseau d'écoles 21: Over 2000 member schools

Main principles of implementation II: Collaboration between formal and non-formal education



ESD in Social Entrepreneurship Education

Main principles of implementation III: Linking Research with Practice



**Thematic dossiers and support to innovative projects in
collaboration with Universities of Teacher Education**

Challenging points

1. Cooperation between the funding stakeholders beyond their thematic approach is compulsory.
2. Strong commitment and engagement of school-based actors is crucial.
3. Networking between schools of municipalities is required in a structured way.
4. Assessment of learners' skills remains a challenge, even though it is the base to prove the impact of ESD measures.

Thank you for your attention!

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