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**REGIONAL IMPLEMENTATION MEETING ON
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Item 9 of the provisional agenda

**THE 10-YEAR FRAMEWORK OF PROGRAMMES ON SUSTAINABLE CONSUMPTION
AND PRODUCTION PATTERNS**

**ADDRESSING SUSTAINABLE CONSUMPTION, PRODUCTION AND
TRANSPORTATION THROUGH EDUCATION FOR SUSTAINABLE
DEVELOPMENT: ANALYSIS OF GOOD PRACTICES¹**

Note by the secretariat

Summary

This note was prepared by the United Nations Economic Commission for Europe (UNECE) secretariat on the basis of good practices received from the Member States and other stakeholders through the collection of good practices undertaken by UNECE in cooperation with United Nations Educational, Scientific and Cultural Organization (UNESCO) and within the framework of the UNECE Strategy on Education for Sustainable Development. It is prepared pursuant to the request of the UNECE Steering Committee on Education for Sustainable Development (ECE/CEP/AC.13/2009/2, para. 30) and aims to foster discussions under agenda items 6 and 8 of the Regional Implementation Meeting with regard to the effective use of ESD in addressing sustainable consumption, production and transportation. A number of selected good practices are included in document ECE/AC.25/2009/5.

¹ This document was submitted on the above date due

I. INTRODUCTION

1. In 2005, the Environment and Education Ministers of the United Nations Economic Commission for Europe (UNECE) region adopted the UNECE Strategy for Education for Sustainable Development (ESD), indicating their countries' commitment to incorporate sustainable development (SD) themes² into all relevant subjects of formal educational systems, and in non-formal and informal education. The Strategy promotes awareness-raising, innovative problem-solving and an integrated and comprehensive

(c) Initiatives focused on adult learning either through non-formal means such as websites or through employer-provided training courses.

5. At the time of this report, many of the projects described were still being implemented and a full assessment of specific impacts and outcomes was not possible; all projects aimed to promote long-term behavioural changes in consumption patterns.

6. This paper provides an analysis of trends and main lessons identified from the GPs. A selection of GPs, illustrating some of the interesting and innovative approaches taken, is provided in document ECE/AC.25/2009/7. The full collection of GPs can be accessed online at: www.unece.org/env/esd/GoodPractices/index.html.

II. INFLUENCING SUSTAINABLE CONSUMPTION, PRODUCTION AND TRANSPORTATION THROUGH EDUCATION FOR SUSTAINABLE DEVELOPMENT

7. Current global consumption, production and transportation practices are making excessive demands on the planet's resources. As we anticipate a successor to the Kyoto Protocol, there is a pressing need to mainstream SCP/ST practices throughout all aspects of life: at work, at home and on vacation. ESD provides the necessary educational foundations for society to be more receptive to the concept of sustainability, and is thus the key to unlocking widespread and sustained behavioural change.

8. SCP/ST aims to (a) reduce the carbon footprint associated with global consumption, production and transportation; (b) minimize the use of natural resources by replacing them with renewable alternatives wherever possible; and (c) recycle where it is cost-efficient to do so. Although sustainability concepts can readily be described on paper, translating them into practice remains a challenge for all sectors of society.

9. ESD can contribute to SCP/ST in a variety of ways. It focuses the attention of the relevant actors and promotes partnerships between them. In government ministries and school classrooms, ESD projects require public administrators, educators, civil society organizations, environmentalists, the private sector, schoolchildren and the general public to cooperate to address common problems. Sustainability is a cross-cutting issue: to adequately address SCP/ST, a diverse range of skills, knowledge and experience needs to be brought together and synthesized. Almost every GP included in the 2009 collection describes the demanding work of forming networks and partnerships. Networking helps us to overcome institutional barriers and to move away from a "silo working" mentality, to promote common understanding of sustainability issues, identify optimal means to address issues, and to allocate efficiently human expertise and financial resources to ESD projects.

10. Raising awareness of SCP/ST is a necessary prerequisite to educating and changing behaviour. This helps to legitimize SCP/ST in the eyes of the public and politicians, and raise sustainability issues up the national and international policy agendas. For example, a Danish campaign adopted an 11-m-high globe, representing 1 ton of carbon dioxide, as a meaningful and recognizable logo. A mid-point assessment indicated that it was recognizable to more

driving is therefore unlikely to influence much of the thinking behind a person's decision to use a car. A multidimensional approach that influences several of the thought patterns behind the decision to drive is required. ESD can facilitate this kind of holistic approach. Some ESD-based initiatives such as the Air France scheme (ECE/AC.25/2009/5, p.18) recognize the challenge for employees of abandoning car journeys to work in favour of public transport. This particular project adopts several different approaches to this problem: (a) a theoretical and practical course teaches more sustainable driving techniques; (b) a website and newsletter are provided for support; (c) a car-sharing website is available for employees to register with; and (d) financial incentives are offered for taking public transport. Although the challenge of reducing car usage remains enormous, the scheme has delivered average annual fuel reductions per employee enrolled of 185 litres, and 1,364 employees have signed up for the car-sharing website.

15. Policymakers often have to assess the effectiveness of policy tools in terms of changing behaviours in individuals and communities because this directly impacts related cost-benefit decisions. The impact of ESD on children is likely to be significant, if somewhat deferred, because tangible changes in consumption patterns are only like

21. Numerically, and in terms of unsustainable lifestyle impacts, the group that ESD most urgently needs to reach is the adult general population. Reaching them in an effective and proactive way, however, remains a challenge. Some of the approaches demonstrated in the GPs target this particular group. The German consumer website relies on the passive information provision and is likely to appeal to individuals literate in information technologies, already knowledgeable about SD, and looking to make further

Annex

OVERVIEW OF SELECTED GOOD PRACTICES

Issues of rational use and conservation of water resources in the sphere of secondary education		Armenia	ECE/AC.25/2009/5, p.
www.naturemuseum.am			
Target audience	Interesting features	Contribution to SCP/ST	Impacts and outputs
Tertiary educational audience	A multiplier project: educators trained and equipped to educate others	Trainees acquired excellent theoretical and practical understanding and the ability to think critically about water conservation	<ul style="list-style-type: none"> • Variety of educational resources produced: website, teaching manual, booklet, book on ESD • New teaching methods and a course are now available in Armenia

The Environmental Coach		Canada	ECE/AC.25/2009/5, p.
Target audience	Interesting features	Contribution to SCP/ST	Impacts and outputs
Entire school community and feeder schools	Applied science classes to retrofit to school motion sensors, water-saving		

Campaign Live CO₂: Urban Mobility of Individuals		France	ECE/AC.25/2009/5, p.
Target audience	Interesting features	Contribution to SCP/ST	Impacts and outputs

**Italian National Programme on Environmental Education,
Information and Training (INPEEIT)**