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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 PRACTICES[1]**

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.

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[1] This document was submitted on the above date due to the timing required for consultations on the information provided in the good practices

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Annex

## 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) themes[2] 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 educational approach to SD. This approach includes stakeholder engagement, the creation of networks of SD competence, and responsible and meaningful participation by all those who are impacted by sustainability issues and hence integral to working towards a more sustainable future. The Strategy is currently in its second phase of implementation, and has supported numerous ESD projects across member states at both national and local levels.

2.      To facilitate the Strategy's implementation, a number of regional initiatives are being implemented through the Steering Committee on ESD. These focus on promoting the exchange of experience and good practices in applying ESD, developing competences of educators and, assisting countries with assessments of implementation.

3.      This report is based on the 2009 collection of good practices (GPs) in applying ESD to promote sustainable consumption and production (SCP), and sustainable transportation (ST), in the context of climate change.[3]. . The selection of GPs provided reflects the variety of initiatives being considered, developed and implemented across the region. The principal aims of this reporting exercise were:

(a)      To increase momentum behind the ESD project;

(b)      To identify examples of good practices in addressing SCP/ST through ESD;

(c)      To share experiences among countries and to promote learning and collaboration;

(d)      To assess the contribution ESD can make to SCP/ST;

(e)      To identify future work that needs to be done.

4.      Overall, 58 GPs were submitted by 21 countries and 2 intergovernmental organizations. They were diverse in terms of scope, scale, aims, objectives, intended audience, learning methods, budgets, and the subject matter covered. The GPs can be divided into three broad groups:

(a)      Formal or informal initiatives targeting those in full-time education in schools or universities;

(b)      Major national initiatives in ESD originating from ministerial departments that address the challenges of embedding ESD as a cross-cutting subject across the educational curriculum and in teacher training courses;

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[2] These included poverty alleviation, peace, ethics, democracy, justice, security, human rights, health, social equity, cultural diversity, the economy, environmental protection, climate change, sustainable consumption and natural resource management

[3] The report builds on the 2007 publication produced jointly by UNECE and UNESCO, *Good Practices in the UNECE Region*, in which good practices in ESD were made available for learning purposes.

(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

than 30 per cent of the population; this 30 per cent were also familiar with the basic aims and messages of the campaign (see ECE/AC.25/2009/5, p.15).

11.    Effective communication strategies are essential to achieve these goals. Whereas communicating SCP/ST to a captive, engaged and motivated audience of students may only require stimulating teaching methods, reaching adult learners or the general public outside of an educational setting may be more difficult. These challenges can be met with innovative approaches such as the booklets on energy-saving included in daily newspapers in Croatia (ECE/AC.25/2009/5, p13) or the German consumer website that makes educational materials on climate change and energy-saving available to immigrants for whom German is not the first language (ECE/AC.25/2009/5, p.22).

12.    ESD is about educating and empowering society to choose more sustainable lifestyles. Young people generally have little disposable income. Their "conscious" impact upon the planet is significantly less than that of adults, who have developed relatively fixed and unsustainable patterns of consumption and transportation. The opportunity to educate youth about sustainability issues is an investment in the future, but also an opportunity not to be missed if future adult generations are to be equipped with an essential and sympathetic understanding of what demands they can realistically and sustainably make on the world's resources.

13.    ESD is not just about providing information, it is about teaching people how to use information critically and responsibly. Because ESD fosters critical thinking, it equips people with the necessary skills to choose and adapt to sustainable lifestyles. Almost all the GPs recognized the desirability of promoting this form of learning. In Austria, for example, a national strategy with high-level political and financial support requires schools to develop sustainability plans. Schoolchildren, working together with teaching staff, the wider school "family", local businesses and civil society organizaitons, are required to develop, implement, assess and refine their own unique school sustainability plans (ECE/AC.25/2009/5, p.4). This combination of the top-down implementation of a national strategy, together with the bottom-up approach of empowering those with appropriate local knowledge to develop and deliver local strategy, is a particularly powerful approach. It gives ownership of sustainability to those central to making the school sustainable. Children learn to think critically about the real environment in which they live and work, engage with a broader cross-section of learners and gain self-esteem from their achievements. The school benefits by delivering the learning function, and by implementing its unique sustainability plan.

14.    ESD seeks to prevent unsustainable behaviours from developing in the young, and to help adults take the difficult steps towards becoming more sustainable. It is geared towards promoting measurable behavioural change. The psychology of consumer and pro-environmental behaviour is extremely complex: people can be influenced by their values, beliefs and social norms as well as by external indicators such as price signals. This means that traditionally effective policy measures, for example increasing vehicle taxation to deter personal car usage, have not themselves been sufficient to promote the required degree of behavioural change. The decision to drive to work each morning rather than use public transport is influenced by many factors: convenience, cost, journey time, lifestyle, status, health, accessibility of public transport, nature of the work, availability of parking spaces, travel subsidies and norms at work such as whether other employees use cars. A one-dimensional policy measure targeting the cost of

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 likely to be seen once they reach adulthood. When they understand the implications of their consumption behaviour, however, children can also educate and influence their elders (e.g. by discussing the impacts on climate change of the family's holiday travel by train or by air, or by raising the issue of recycling at home). Social learning, occurring in family groups, communities, other peer groups or the workplace, may be more effective at changing the consumptive behaviours of groups and communities than policies designed to promote individual change.

16.     Yet another role for ESD is empowering public authorities and citizens to address and challenge unsustainable living. The Dutch cargohopper project (see ECE/AC.25/2009/5, p.34) is an excellent example of a public authority seeking a sustainable solution for an ongoing problem affecting the quality of life within a city centre. Rather than continue to tolerate the disturbances, traffic jams, noise and pollution caused by delivery vehicles operating in Utrecht city centre, the municipal administration has chosen a means of sustainable transport that has zero emissions, reduces congestion significantly, and does the required task of delivering goods to businesses very effectively. The cargohopper is a novel technology that has reduced the carbon footprint of city businesses, and is a highly visible demonstration to citizens and tourists of support for sustainable transport policies. As important, it is an indication that the citizens value their quality of life, and can and will take positive steps to make life better whilst reducing environmental impacts and preserving the city's cultural identity. The Greek project challenging unsustainable production practices and educating people about and re-invigourating the dying practice of silk culture is a similar demonstration (ECE/AC.25/2009/5, p.23). The project not only can benefit rural cottage industries across Greece and further afield, but expects to raise the status of those, particularly women, engaged in silk culture.

17.     Perhaps the most important learning point from the GPs is the benefits that become possible from making ESD as inclusive as possible. Public participation in governance is not only a normative objective of democracy, but an essential component of ESD. Whether the GP be a substantial overarching national strategy, like the Italian National Programme on Environmental Education, Information and Training (ECE/AC.25/2009/5, p.32), a themed summer school attended by a limited audience only as in Greece or a gardening project in Canada to promote sustainable crop production (ECE/AC.25/2009/5, p.26 and p.11). These all

benefited from public inputs in terms of strategy development and measurable outcomes. In some cases, the GP would never have succeeded without public support and involvement. The breadth of SCP/ST issues and the relative newness of the area as a subject of study demand that the public sector, the private sector, civil society organizations and the public cooperate. Placing ESD firmly in the hands of those who must make the changes perhaps offers the best hope for a sustained commitment to the concept.

## III.    PROMOTING SUSTAINABLE AND EFFECTIVE LEARNING

18.    While one of the main goals of the current collection of GPs was to identify how ESD can be used to promote sustainable consumption patterns, most of the examples provided by the countries identify the sustainability of ESD initiatives itself as a major challenge. Many projects ran only for limited time periods, suffered severe funding pressures and experienced difficulties in identifying educational resources. Within teaching curriculums, instead of being organically built in, ESD frequently has to compete with other subjects for space in the timetable.

19.    Individual projects sometimes depended on and were driven by the enthusiasm of individual "ESD champion", who was often working on a voluntary basis (see, for example, the Canadian gardening project, ECE/AC.25/2009/5, p.11). Some of the successful activities such as the Armenian water conservation project (ECE/AC.25/2009/5, p.3) could not be repeated for lack of funds, although the 2007 course material is now on the website. Educational and methodological materials dealing with SCP/ST are not adequately developed or readily available; in some cases educators had to develop their own material. Finally, the issue of competencies of educators is among the main outstanding challenges. Educators may not have the sufficient breadth of knowledge and experience to deliver this novel, cross-cutting type of education. Capacity-building is therefore a key issue. It is to be welcomed that several GPs describe the initial steps towards developing educational competencies in this area and equipping educators themselves with appropriate skills. Further consideration of the replication of established and proven projects could in the future minimize the "start-up costs" associated with ESD. For instance, the Canadian garden project could be replicated almost anywhere in the world with minimal modification (ECE/AC.25/2009/5, p.11); the German consumer website, also replicable, would require resources for translation and substitution of relevant local knowledge (ECE/AC.25/2009/5, p.22).

20.    The majority of GPs generated novel teaching materials and included some form of assessment of educational merit. While most of the initiatives are new and ongoing, serious consideration should be given in the future to assessing the impacts of ESD on changing and delivering sustainable behaviours so that the best methods can be identified. In this context, tailoring educational methodologies to learner groups is particularly important. ESD is targeted at schoolchildren/students and adult learners. The contrast between the two groups in terms of age, educational ability and experience, life experience, learning styles, disposable income, habits and behaviours, and demands made on resources as well as the ease of changing personal behaviours, could not be greater. Learning methods that recognize these fundamental differences are more likely to achieve successful outcomes.

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 improvements to their lifestyles (ECE/AC.25/2009/5, p.22). The Croatian media campaign utilized a mass public information campaign, employing a variety of media to reach as many people as possible (ECE/AC.25/2009/5, p.13). Employers can reach adult staff very effectively by providing training in SCP/ST. Although this type of education will likely target work-related SCP/ST practices, the learning provided will spill over into other aspects of life. Recognizing the public good this delivers, policymakers might consider incentives for employer-delivered ESD initiatives related to SCP/ST.

## IV.     CONCLUSIONS

22.     Climate change is an issue discussed in the media on an almost daily basis. Many people have a grasp of the causes and consequences of climate change, yet public awareness of "sustainable consumption, production and transportation", as the overarching strategy adopted to tackle climate change, remains low. Fewer still comprehend SCP/ST as a way of thinking and behaving in their daily lives. While this disjunction remains, efforts to move away from carbon-intensive lifestyles will be hampered.

23.     The GPs submitted demonstrate that ESD can make significant contributions to people's knowledge of issues about SCP/ST. Taking into account challenges facing effective implementation of SCP/ST policies, education is a sensible and necessary additional strategy to pursue. Educating the young can reduce the development of unsustainable lifestyles, and is a clear investment in the future. Promoting behavioural change through educating adults is more challenging, yet the substantial emission reductions that are urgently required point to the necessity to reverse unsustainable adult consumption patterns rapidly. ESD equips people with the necessary understanding of the issues, the ability to question critically the demands they make on the environment, and the means to adopt pro-environmental behaviours. Empowered and knowledgeable citizens are more likely to make sustained and beneficial changes to their lifestyles, and to respond more positively to centrally driven, top down policies.

24.     ESD is still in its infancy, and the challenges encountered in developing and implementing some of the projects indicate that the learning and development curve will remain steep for some time. Identifying adequate funding for ESD remains challenging; yet several GPs achieved remarkable successes with very small budgets, suggesting that ingenuity, enthusiasm, and efficient use of limited resources can overcome financial pressures. The diversity of approaches taken, in part, reflects the different resource and priority that countries attach to ESD programmes, but also that no single approach is necessarily any more valid or effective than any other. At the same time, similar challenges of SCP/ST faced by the countries in the region allow them to learn from each other, to avoid duplication of effort and to increase sustainability of the relevant ESD initiatives by adapting existing methodologies, materials and resources.

26.     SCP/ST is at the heart of SD and is central to the ESD message. Without adequate educational exposure to these issues, future generations will be no better equipped than current ones to overcome unsustainable living. The GPs show that, with effort, these issues can readily be presented to learners in full-time education, in the workplace, and across society as a whole; they can also act as a catalyst for delivering beneficial behavioural change. The responsibility for providing and acting on this education is shared across the international community, government, business and civil society. Given that SCP/ST issues are embedded in all aspects of life, the partnership approach – which combines and synthesizes the skills and knowledge of many – is a necessary strategic approach to a common problem, for which a shared set of solutions must be identified and acted upon by all sections of society.

27.     A concept and approach to education, ESD forms an important part of this essential public good. And as with all public goods, challenges relate to provision, funding, beneficiaries and tangible benefits derived. The long-term impact of ESD on SCP and ST – and the difficulties associated with quantification of its benefits and the sometimes difficult lifestyle changes that it entails – mean that ESD requires sustained policy and legislative backing and high-level consideration. With time and sustained effort, ESD will become more mainstream and the availability of educational resources, funding and qualified teachers will improve. But for this to continue, high-level political support – at the national and international levels, to mobilize resource, to break down barriers to partnerships and to legitimize ESD – will remain essential.

**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 | • Variety of educational resources produced: website, teaching manual, booklet, book on ESD<br>• New teaching methods and a course are now available in Armenia |
| Ecologization of schools -– education for sustainable development | | Austria | ECE/AC.25/2009/5, p. |
| www.umweltbildung.at/cgi-bin/cms/af.pl?navid=48andref= See also: www.oekolog.at | | | |
| **Target audience** | **Interesting features** | **Contribution to SCP/ST** | **Impacts and outputs** |
| Entire school community | • Nationally implemented program that required member schools to develop, implement, assess and refine their own sustainability plans<br>• Pupils development the plan in partnership with local people and businesses<br>• Sustainability plan developed in school "diffuses" into broader community | • School sustainability plans to reduce school carbon footprints: school e-learning carbon dioxide ($CO_2$) footprint calculator to be supplied to schools autumn 2009 to quantify reductions<br>• Greater awareness of pupils about, e.g., energy efficiency, climate change, sustainable life styles | • Variety of educational resources produced, website, newsletter, teaching manual, etc.<br>• 20 per cent of the Eco-schools attained the National Environmental Performance Award for Schools and Educational Institutions<br>• Teacher training programs in ESD are now available in Austria |

| 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 devices, and design and build a large biogas generator and composting facility on the school site | School has reduced its water and energy consumption significantly | • Students have greater theoretical and practical understanding of SCP<br>• The only school providing an environmental studies course<br>• School mentoring others in electricity conservation |
| **Mel Johnson School Gardening Project** | | Canada | ECE/AC.25/2009/5, p. |
| **Target audience** | **Interesting features** | **Contribution to SCP/ST** | **Impacts and outputs** |
| Selected schoolchildren, but diffusing into wider community | • Very simple idea, easily replicable anywhere in which schoolchildren grown own edible produce at home<br>• Links well to other sustainability issues, e.g. food security, dietary health | Families in remote aboriginal community more self-sufficient in food production | • DVD and film produced for broadcasters and film festivals<br>• Community building and citizenship<br>• Other communities following this example |
| **One-Ton CO$_2$ Challenge** | | Croatia | ECE/AC.25/2009/5, p. |
| www.ee.undp.hr/images/stories/brosure/1ton.pdf | | | |
| **Target audience** | **Interesting features** | **Contribution to SCP/ST** | **Impacts and outputs** |
| Entire population | • One day national information campaign on energy efficiency, recycling, other environmental issues, on World Environment Day; simple understandable messages, children's tips<br>• Broad range of media used to increase visibility of campaign | Citizens more knowledgeable about sustainable consumption and making better informed consumer choices | • Significant increases in sales of some energy efficient household appliances; increase in sale of higher insulation windows<br>• Citizens recognize media energy efficiency information more readily<br>• The booklet is available for download from the internet |
| **Enterprise Transportation Plan – BOUSSOLE** | | France | ECE/AC.25/2009/5, p. |
| **Target audience** | **Interesting features** | **Contribution to SCP/ST** | **Impacts and outputs** |
| Air France workforce around Paris | Employee training to help reduce personal car usage to work: comprising training, website, personal support, financial incentives | Employees are trained in more sustainable driving techniques and are supported to car-share and use public transport | • 1,364 registered on car-sharing website<br>• Average reduction of 185 litres of car fuel per course participant (approx 0.5 ton CO$_2$)<br>• 1600 website hits/month |

| **Campaign Live CO$_2$: Urban Mobility of Individuals** | | France | ECE/AC.25/2009/5, p. |
|---|---|---|---|
| **Target audience** | **Interesting features** | **Contribution to SCP/ST** | **Impacts and outputs** |
| Public transport users | A tool that enables users to identify sustainable transport solutions compared with car use | • Providers and users of public transport select more sustainable transport solutions<br>• 4 million tons CO$_2$ avoided | Tool is being used by a variety of transport operators, e.g. Dublin Tramway, Ireland |
| **United Nations Decade of Sustainable Development: Web portal on consumer education** | | Germany | ECE/AC.25/2009/5, p. |
| www.verbraucherbildung.de | | | |
| **Target audience** | **Interesting features** | **Contribution to SCP/ST** | **Impacts and outputs** |
| School and adult education teachers | • A consumer platform providing education in sustainable consumption<br>• Section devoted to those whose first language is not German<br>• A range of material to suit different learning styles and themes | Promotes sustainable consumption; information available is not available anywhere else | • Website helps to raise awareness and promote more sustainable consumption<br>• Contacts being made to increase the available range of educational materials |
| **The Silk Project** | | Greece | ECE/AC.25/2009/5, p. |
| **Target audience** | **Interesting features** | **Contribution to SCP/ST** | **Impacts and outputs** |
| Secondary school children | • Re-invigoration of silk production and its use in rural Greece; educating people about the sustainability of silk as a natural fibre<br>• Silk is a very high value crop and facilitates income redistribution to poor, rural areas consumption | The entire process of sericulture from silkworm production to silk utilization is a model of SCP: no competition with food crops, all products recyclable or reusable, mulberry tree highly drought resistant, silk used in surgical thread | • Education in SCP using the cottage silk industry as an example<br>• Protection and promotion of rural heritage and diversity<br>• Raising of the status of women involved in the industry<br>• Business and employment opportunity created for schools: commercial sale of silk |
| **Summer School on Environment and Sustainable Development** | | Greece | ECE/AC.25/2009/5, p. |
| **Target audience** | **Interesting features** | **Contribution to SCP/ST** | **Impacts and outputs** |
| Tertiary education | • Annual themed summer school covering a range of sustainability and environmental issues<br>• Global issues in local context | Participants are equipped to think about sustainability issues | Local community benefits from theoretical and practical knowledge generated in workshops |

| Italian National Programme on Environmental Education, Information and Training (INPEEIT) | | Italy | ECE/AC.25/2009/5, p. |
|---|---|---|---|
| www.minambiente.it | | | |
| **Target audience** | **Interesting features** | **Contribution to SCP/ST** | **Impacts and outputs** |
| Public administrators, students, teachers, educators, citizens | National to local strategy for embedding ESD across the curriculum, training educators to provide ESD, making educational facilities more sustainable, and stimulating research in ESD | Educational benefits resulting from this national initiative will promote more sustainable lifestyles | Strategy will focus on changing individual behaviours and choices via a participative process |
| **ECO-UNESCO Youth for Sustainable Development Peer Education Programme** | | Ireland | ECE/AC.25/2009/5, p. |
| www.ecounesco.ie | | | |
| **Target audience** | **Interesting features** | **Contribution to SCP/ST** | **Impacts and outputs** |
| Teenagers in a 'youth club' environment | • Unique peer education program with participants acting as peer educating "multipliers"<br>• Participants learn how to use arts and drama to explore SD | Participants learn how to critically and holistically question SD | 49 trained peer educators in SD |
| **The Cargohopper** | | The Netherlands | ECE/AC.25/2009/5, p. |
| www.cargohopper.com | | | |
| **Target audience** | **Interesting features** | **Contribution to SCP/ST** | **Impacts and outputs** |
| Businesses, general public and tourists in urban centres; transport engineers | A novel but highly visible technology that delivers goods utilizing sustainable transport whilst improving the quality of urban life | Cargohopper has zero emissions and has replaced up to 100,000 van kilometres from inner city streets and saved approximately 30 tons of $CO_2$ annually | • Contributes to the national priority of sustainable and livable communities<br>• Much demand for information about cargohopper internationally<br>• Reduced congestion in Utrecht city centre |