HERE and NOW!

Education for sustainable consumption

Annexes

Relevant Resources

Annexes to the publication from the United Nations Environment Programme and the Marrakech Task Force on Education for Sustainable Consumption led by Italy

in collaboration with the United Nations Decade on Education for Sustainable Development and the Hedmark University College in Norway
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This section is the result of a research carried out by the University of Bergamo – Scuola di Dottorato in Antropologia ed Epistemologia della Complessità (Italy) and the Institute for the Environment and Education Scholé Futuro (Italy).

Victoria Thoresen, Associate Professor at Hedmark University College and Project Manager of the Consumer Citizenship Network, authored Here and Now! in close consultation with international experts on education and sustainable consumption. The work was coordinated by Isabella Marras, Programme Officer at UNEP DTIE. Special thanks to Arab Hoballah, Chief of Sustainable Consumption and Production Branch, and to all involved staff of UNEP DTIE, for their participation in the project. Our warm thanks go to the Italian Ministry for the Environment, Land and Sea for supporting the realization of this document, especially to Paolo Soprano, Head of Division, Andrea Innamorati, Antonella Arduini and Francesca De Lucia, Advisers, Directorate General for Development and Environmental Research.

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Additional thanks to Consumers International for promoting Here and Now! through its member organisations, especially on the Consumer Action Day, celebrated on October 15th 2008.

Partners

Partners in ESC can be many and varied. Politicians, researchers, headmasters, teachers and advocacy groups are a few examples. Developing contact with governmental organisations (such as consumer protection councils), civil society interest organisations (such as civic and environmental groups), and business organisations (such as chambers of commerce) can result in the acquiring of information, reference materials, opportunities for student’s to visit or to do internship, or these partners can assist in arranging debates, discussions, fieldtrips or site visits. Guest speakers can be invited from some of these organisations or students can interview them directly. Civil society organizations often also contribute to the envisioning of sustainable consumption goals, providing alternatives and information about consequence-analysis. Civil society organizations can raise the profile of issues which might otherwise be ignored.

Materials

To facilitate ESC the following resources can be useful.

Send good practice cards, publications, materials, comments, news, requests for information, images and references etc.

to: scptaskforce.ras@minambiente.it
HERE and NOW
Education for Sustainable Consumption
Relevant Resources
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Presentation

The resources cited in this section are the fruit of research by two partner institutions of the secretariat of the Task Force on Education for Sustainable Consumption: The University of Bergamo (through the doctorate school in Anthropology and the Epistemology of Complexity) and the Institute for the Environment and Education “Scholè Futuro”.

The research of the University of Bergamo PHD School in Anthropology and Epistemology of Complexity is mainly concentrated on academic production and on education at a formal level, while the Institute for the Environment and Education, a not for profit organization, is dedicated to the activities, resources and web of relations of both public and private institutions.

The data is organized where possible through reference to individual cards created by the task force and aimed at explaining good practices (see attached). Sometimes not all the fields in the cards are completed, either because they are not applicable or because it has not been possible to find the necessary information.

Whilst waiting for the completion of a consultable on-line data base (one of the future projects for the Task Force and one that would allow for full text or key word search), the cards have been categorized for ease of reference. In some cases there has been an inevitable simplification, because in reality a lot of projects and initiatives contain many different elements: for example a study, a manual, web resources, conferences etc, and often involve the collaboration of many different entities, both public and private, making it difficult to attribute them to a single referent.

The panorama of initiatives, resources, research projects and instruments that emerges from this investigation and the categorizing already completed, offers a huge quantity of suggestions and possible directions. This will be even greater when the project manages to better cover the various continents and individual countries.

The ESC, not withstanding this wealth and vitality of initiatives is still in a “pioneering” phase, and without a doubt there is the need for a lot of work to make it a stable and permanent part of the educational horizon throughout the world.

The research and analysis of everything happening in the world of the ESC is obviously a “work in progress”, that will be progressively integrated and expanded. Because of this the Task Force also relies on the spontaneous and active collaboration of all those that have already had or will have interesting experiences of studies and instruments etc that could be useful in improving and promoting the ESC.

The Task Force offers a warm invitation to complete (either totally or partially) and send the good practice promotion cards and other material and news of relevance to the ESC. The Task Force would be grateful to the people and organizations sited above for news, additions, suggestions and notice of any possible errors.
1. Institutional guidelines, toolkits, reports and researches (at local, national, and international level)
The good practices collected in this first section involve activities proposed by institutional organisations at local, national and international level. The experience of the city of Kelowna in Canada is representative of the projects. Here they have adopted a “green calendar”, really an almanac that each month proposes sustainable initiatives and recommendations to raise awareness about and involve the citizens in the reduction of their environmental impact.

This example of the “sustainable city”, easily replicable in other contexts, could be a way to “regionalise” the economic production and commerce of a system, thus locally retaining any economic surplus and promoting the growth of the community, strengthening the rooting of the inhabitants to their area as they directly see the effects of their choices on goods and social relationships.

But the experiences promoted by institutions also regard formal education. This is the case of the “green schools” activated by the Ministry of Education in China (an experience that has spread from the Anglo-Saxon tradition to involve other countries and continents), or the “sustainable schools” promoted by the Department for Infants, Family and School of the city of London, that invites teachers to insert a sustainable curriculum within the formal curriculum already in place in their school.

The focal point for institutional organisations interested in education towards sustainable consumption appears at the intersection of three education types, formal, informal and non formal, with the objective of making subjects in social life, economics and politics into responsible actors.

From this point of view, consumer education aims to project the consumer outside their merely private dimension and into an objectively public social and institutional sphere, where ideologies may be shared. Therefore the educational action aims to incorporate general interest in the private sphere and vice versa, promoting ethically sustained public participation processes and forms of intervention guided by the public relevance of the individual choice.
Name of the initiative considered as a good practice
Educating for a Sustainable Future
A National Environmental Education Statement for Australian Schools

Country/organization responsible
The Australian Government Department of the Environment and Heritage
www.environment.gov.au

Contact person
Chairman
Mr Tony Cook: Department of Education and Training Victoria
Member, National Environmental Education Council

Focus of the initiative
Framework for environmental education for sustainability

Initiative description
This statement provides a nationally agreed description of the nature and purpose of environmental education for sustainability through all years of schooling, including a vision and a framework for its implementation. It is intended for teachers, schools and their communities, education systems and developers of curriculum materials. It is also intended as a companion to existing State and Territory policies and programs and does not replace them. Read in conjunction with these State and Territory policies, this statement will be a national reference point for:

- Schools as they decide on their education programs from K to 12;
- Professional learning programs for teachers;
- Reviews of curriculum documents that refer to the environment and sustainability in relevant learning areas in all the States and Territories of Australia;
- Developers of education materials for schools; and
- Stakeholders who want to promote environmental education in schools.

Main objectives of the initiative
Environmental education for sustainability involves approaches to teaching and learning that integrate goals for conservation, social justice, cultural diversity, appropriate development and democracy into a vision and a mission of personal and social change. This involves developing the kinds of civic values and skills that empower all citizens to be leaders in the transition to a sustainable future. The long-term goals of environmental education for sustainability include developing the capacities of students to:

- Understand and value the interdependence of social, cultural, economic and ecological dimensions at local, national and global levels;
- Reflect critically upon how this interdependence affects communities, workplaces, families and individuals and be able to make appropriate decisions;
- Develop attitudes and skills which are conducive to the achievement of a sustainable future;
- Appreciate and respect the intrinsic value of the whole environment and a sense of the sacred;
- Develop an ethic of personal responsibility and stewardship towards all aspects of the environment;
- Participate as active and involved citizens in building a sustainable future.

Methodology
The initiative implements efficiencies in a school’s management of resources (eg energy, waste, water, products and materials) and the management of school grounds (eg biodiversity, landscape design, soil, noise, and human and vehicular traffic) and integrates this approach into the existing curriculum and daily running of the school. The incorporation and involvement of the school’s local community is a critical element of the initiative.

Results and evaluation of the initiative
Recognition of the many values — natural and cultural — which the environment may encompass now frames the contemporary Australian understanding of the environment, including the protection of places of National Heritage Significance, based on their natural, cultural and indigenous values (www.acsso.org.au). The report was published by the Federal Department of the Environment and Heritage in November, 2005. The distribution of “Educating for a Sustainable Future” to all Australian schools in November 2005 coincides with the first year of the United Nations Decade of Education for Sustainable Development 2005 – 2014. The Decade calls upon all countries to strengthen their contribution to sustainable development through a focus on education. The release of this Statement provides a significant contribution to this global objective.
Name of the initiative considered as a good practice
Sustainable Consumption
Young Australians as Agents of Change

Country/organization responsible
The National Youth Affairs Research Scheme (NYARS) was established in 1985 as a cooperative funding arrangement between the Australian Government and the State and Territory Governments to facilitate nationally based research into current social, political and economic factors affecting young people. The Scheme operates under the auspices of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

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Focus of the initiative
Exploring sustainable consumption

Initiative description
The design and implementation of a Capacity Building for Sustainable Consumption Change Agents in Australia program, which included five sustainable consumption workshops

Main objectives of the initiative
The report consists of seven chapters and seven appendices. Chapter 2 reviews literature relevant to several key themes including contending views on material consumption in today’s world, definitions of sustainable consumption, influences on consumption patterns and the link between sustainable consumption and young people. A wide variety of sources were explored for this review including information from related government programs, academic literature on the environment, sociology and economics, and several international resources such as UNESCO–UNEP activities on sustainable consumption. The chapter highlights the importance of encouraging sustainable consumption and expresses how young people can act as valuable change agents for sustainable consumption in Australia.

Results and evaluation of the initiative
Report:

Contents of Report
The Report
1. Examines the existing consumption patterns of young people in Australia;
2. Studies their attitudes to sustainable consumption and related issues;
3. Explores how young people can be encouraged and empowered to make changes in their own consumption patterns as well as being catalysts for change in the wider community
4. Recommends the implementation of a range of initiatives that would involve the Australian, State and Territory Governments in promoting sustainable consumption amongst young people.
Name of the initiative considered as a good practice:
Good practices to promote the 3rs

Country/organization responsible
Ministry of the Environment
Brazil

Contact person
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E-mail: marco.borzino@mma.gov.br

Focus of the initiative
Education for Sustainable Consumption.
Insertion of the issue in school curricula, particularly in the public education system, using the Sustainable Consumption Manual to provide society with knowledge of Brazilian consumption data so as to establish ties between nature and young people, expecting them to extend this experience to the home environment where consumption decisions are made.

Initiative description
Government
Government and civil society
Corporate initiatives
Environmental Education

Main objectives of the initiative
Brazilian Government Portal where information on possible solutions for environmental problems as well as guidelines for the correct use of natural resources are found.
Environmentally sound products and processes were identified and collected in this Portal as a means of encouraging the use and application of ESTs, for the adoption of cleaner production and consumption patterns. The Portal also provides technical, scientific and legal information related to ESTs.
Name of the initiative considered as a good practice
The things we carry: sustainable consumption, environment, and global issues. A project for an environmental youth alliance.

Country/organization responsible
Canadian International Development Agency and United Nations Environment Program

Contact person
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Focus of the initiative
Curriculum kit
http://www.eya.ca/index.php?id=65

Initiative description
Tools for sustainable consumption

Main objectives of the initiative
Sustainable consumption and sustainable development

Methodology
Video and discussion

Results and evaluation of the initiative
Stimulating youth-oriented videos and activities that promote awareness and knowledge of the links between students' lives and local and global environment and development issues;
- Materials that allow students to consider Canada's connections with ecosystems and communities in developing countries in their actions as consumers and citizens;
- An engaging entry point to environmental education, media education and global education, the first two of which are required "cross-curricular themes" in the British Columbia secondary school curriculum (and are taught in all Canadian provinces), materials which help to develop a sense of social responsibility among students.

Name of the initiative considered as a good practice
Living Greener Calendar

Country/organization responsible
City of Kelowna
Canada

Contact person
City of Kelowna
1435 Water Street
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CA

Focus of the initiative
The City of Kelowna’s Environment Division promotes watershed and airshed health through stream stewardship, restoration projects, public education, policy development, pollution reduction and development assessment.

Initiative description
In 2003, the City of Kelowna issued a Living Greener Calendar. Each month, the calendar addresses a different theme, for instance: energy conservation, medications return program, lawn and garden care, waste reduction, toxics in the home and fisheries awareness. For each month, the calendar contains a description of issues, amazing facts, recommended action items, environmental event dates, helpful contacts as well as graphics that are fun and engaging.

Main objectives of the initiative
The calendar focuses on what residents can do to reduce their environmental impact by adopting some or all of the recommended alternate domestic behaviours and by setting strong examples for the neighbours and others within the community.

Results and evaluation of the initiative
The City of Kelowna conducted a telephone survey to measure the reaction of homeowners, their perceived value of the Living Greener calendar program, and the effectiveness of the delivery method. One out of three homeowners remembered receiving and reviewing the calendar. Two out of three homeowners that remembered receiving the calendar chose to keep the calendar, indicating a strong and favourable regard for the calendar’s value by homeowners. Another significant result of the survey is that one third of those that did not keep the calendar did not do so because of the ‘junk mail’ perception. The program is successful; however, improving the effectiveness of the delivery mechanism of the calendar could greatly increase the number of homeowners participating in the Living Greener program.
Name of the initiative considered as a good practice:
Measuring Sustainable Consumption – Household and Environment Survey 2003

Country/organization responsible:
Statistics Canada

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Focus of the initiative
Statistics Canada has developed a framework and a set of indicators based on sustainable consumption, examining Canadians’ understanding and perceptions of environmental issues, role of individual consumptive behaviours and public participation in environmental activities and finally, actual environmental practices.

Initiative description
In response for the need for information on the environmental practices, behaviours and concerns of Canadian individuals and households, Statistics Canada is conducting the Household and Environment Survey in 2003.

Main objectives of the initiative
The themes that will be covered by the survey include: water and energy conservation, waste management and recycling, climate change and transportation, use of pesticides and alternative lawn care, purchases of “green” products, knowledge and understanding of environmental issues, and civic engagement.

Results and evaluation of the initiative
In the 2003 survey, Statistics Canada published the data for 26 municipalities, by province, by an urban/rural split and at the national level.
Name of the initiative considered as a good practice:
Green School in China

Country/organization responsible:
Ministry of Education

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Focus of the initiative
China’s Green School Project is an initiative of the Ministry of Education of China (MOE) and is funded by the State Environmental Protection Administration (SEPA). China’s Green Schools Program, which started in 1996, is based on the international concept of ISO 14000 and has been informed by the European ‘Eco-schools’. Since 2000, it has been run by the Centre for Environmental Education and Communications (CEEC) and their local networks.

Initiative description
The program’s key focus areas include whole-school environmental management and protection, EE curriculum and professional development, and greening of school grounds. Schools must undertake a series of steps before applying for Green School awards. Awards are categorised through a staged development process, starting at municipal, provincial and then national levels. 15,000 schools have received at least one level of this award.

Main objectives of the initiative
The Green School Project focuses on the building of skills and knowledge for environmental management on school grounds and the wider environment.
Name of the initiative considered as a good practice
Gobar times green schools award
www.cseindia.org/programme

Country/organization responsible
Center for Science and Environment (CSE)
Centre for Science and Environment,
41, Tughlakabad Institutional Area, New Delhi –110062
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Extension: 219
Ashish Shah (Mobile): 09871702439
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Contact person
Sumita Dasgupta
Ashish Shah
Shankar Musafir

Focus of the initiative
The Gobar Times Green Schools Award acknowledges the most environmentally responsible schools of the country. The award -given by CSE every year - is based on the self-assessment of environmental practices carried out by schools. The assessment is done in accordance with the guidelines formulated by the Gobar Times Green Schools Programme in the form of the Green Schools Manual (www.cseindia.org/programme/eeu/html/training_step2.asp?id=7). The award holds a commitment towards continuously improving environmental management in schools.

Initiative description
The Green Schools Programme is an ‘inspection’ or ‘survey’ of the school done by its students on its environmental practices (which we call environmental auditing). The students form teams and go around the school on an exploratory journey and find out what’s happening? – to the water, energy, land , air and waste in the school. How is the school managing these issues?

Main objectives of the initiative
Water conservation
Sustainable consumption
Rain water harvesting
Sanitation
Water recycle/reuse
Air Pollution
Commuting practices
Oxygen balance
Ventilation
Green Area
Biodiversity
Pesticide use

Results: All schools that successfully submit the Green Schools Report are eligible for certificates, which are colour coded green, yellow and red to denote the school's relationship with the environment.

Green Schools Award: Award for the school with the best environmental practices. Schools ranked second and third are also honoured at the ceremony.
Top 20 schools
Schools ranked from the fourth position to the 20th are awarded certificates by CSE.

Green Teachers’ Team Award: The best team of teachers involved in the implementation of the Green Schools Programme is given a certificate. The team also gets to attend a workshop on environment education.

Gobar Times Best Students’ Audit Team Award: Presented by the monthly environmental magazine for beginners, Gobar Times. The best audit team gets a certificate from CSE, and an opportunity to go on an eco-tour.
**Name of the initiative considered as a good practice**
Think twice! – An action plan for sustainable household consumption

**Country/organization responsible**
The Swedish Ministry of Agriculture, Food and Consumer Affairs

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http://www.regeringen.se

**Focus of the initiative**
A four year program to sensitize individual households to sustainable household consumption.

**Initiative description**
“Think Twice!” aims at largely informing and teaching how to eat, live and travel sustainably. This communications and education campaign addresses Swedish citizens on their food, housing and transportation habits. The initiative will generate a positive impact on health, society and the environment.

**Main objectives of the initiative**
The program’s ambition is to:
- Facilitate sustainable consumption
- Favor access to sustainable products and services in day to day life
- Strengthen the incentive for a change of behavior and provide the tools to do so
- Increase their awareness and commitment to consume sustainably.
- Beyond recognizing the necessity for sustainable development to permeate the Swedish education system and be integrated into curricula and pedagogic programs, “Think Twice” also provides a practice oriented plan to implement this approach.
- According to the government, key parts of this process should include:
  1. developing methods for learning among the actors concerned
  2. increasing the knowledge of municipalities regarding consumer behavior and needs
  3. and further, to stimulate inter-municipal cooperation on such matters.
Name of the initiative considered as a good practice
Sustainable Schools
www.teachernet.gov.uk/sustainableschool

Country/organization responsible
Teachernet
Department for Children, School and Families
Sanctuary Buildings
Great Smith Street
London Sw1p 3bt

www.teachernet.gov.uk

Contact person
info@dcsf@gsi.gov.uk

Focus of the initiative
Education Curriculum

Initiative description
The Sustainable School area of Teachernet is designed to support schools on their journey to sustainability, introducing the principles of sustainable development and offering guidance on how to embed these principles into the heart of school life.

Main objectives of the initiative
Use the curriculum to cultivate the knowledge, skills values and attitudes pupils need to address sustainable consumption and waste issues and reinforce this through positive activities in the school and in the local area. Make use of professional development courses to build staff capacity to actively address sustainable purchasing and waste management issues through the curriculum and in extra-curricular activities. Use the schools own purchasing and waste data to actively to address school travel issues in the curriculum, across key stages and subject areas. Involve pupils and teachers in schemes to address sustainable purchasing and waste management issues.

Methodology
Use the schools communications, services, contracts and partnership to promote awareness of sustainable consumption and waste minimazation among stakeholders.
Name of the initiative considered as a good practice
Education for Sustainable Development [ESD]

Country/organization responsible
Interboard Education for Sustainable Development Group
Curriculum Advisory & Support Service, Northern Ireland (UK)

Contact person
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N. Ireland Sustainable Development Commissioner
Chairman Rural Climate Chang Forum, DEFRA
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Focus of the initiative
Communication and Learning

Initiative description
The revised Northern Ireland curriculum will embed the concept of sustainable development into the curriculum at all levels with an emphasis on demonstrating and achieving the positive behavioural change required to live more sustainably. The Education for Sustainable Development progression framework shows how this can be achieved in primary schools. Through environmental sustainability awareness raising in the ‘World Around Us’; in secondary schools through the ESD sections of a variety of subjects but primarily Citizenship, Geography and Science. ESD is seen as a ‘process’ of learning how to make decisions that consider the long term future of the ecology, economy and equity of all communities both locally and globally.

Main objectives of the initiative
- Improving knowledge and understanding ABOUT the environment and development issues.
- Offering first hand experience IN the environment and development issues.
- Developing skills THROUGH the environment and development issues.
- Encouraging informed concern and action FOR the environment and development issues.

Methodology
- Starting Points for an ESD School Policy
- ESD checklist for school self-evaluation
- ESD quality assurance checklist
- ESD progression: Foundation stage to Key stage 4 a classroom teacher’s guide

Results and evaluation of the initiative
- Knowledge & understanding about the environment
- Skills for education in the environment
- Attitudes & values for the environment
- Literacy, numeracy and ICT through the environment

www.sd-commission.org.uk/pages/html
Name of the initiative considered as a good practice
I will if you will
Towards sustainable consumption

Country/organization responsible
United Kingdom
Department for Environment, Food and Rural Affairs (DEFRA) and the Department of Trade and Industry (DTI)
http://www.sd-commission.org.uk

Focus of the initiative
Report around sustainable consumption roundtable
• to explore views and attitudes towards potential interventions;
• to understand current consumer aspirations; and
• to provide insights that can shape and influence future policy-making.

Initiative description
The report is the concluding work of the Sustainable Consumption Roundtable, jointly hosted by the National Consumer Council (NCC) and the Sustainable Development Commission (SDC) for 18 months from September 2004 to March 2006

Main objectives of the initiative
A major two-day Consumer Forum, facilitated by Opinion Leader Research, with findings reported in Shifting opinions.
A seminar for stakeholders in Cardiff, with the participation of Welsh Assembly Minister for the Environment and Planning, Carwyn Jones.
Roundtable input into an event on sustainable consumption with Sustainability Scotland Network and SDC in Stirling.
A General Consumer Council for Northern Ireland event – led by Roundtable Member Sinéad Furey – on responsible consumption.
A high-level Business Dialogue event, facilitated by Cambridge Programme for Industry, with 30 senior managers, retailers and manufacturers from international businesses, exploring the respective roles of consumers, government and business in driving change.
Seeing the Light: a report based on in-depth interviews with 30 households, with and without micro-generation, about their awareness of how they use energy in the home.
Double Dividend?: a detailed sustainability appraisal of expert nutrition guidelines on diet, and a survey of the evidence on how schools can offer menus that are both more sustainable and nutritious.

Results and evaluation of the initiative
The Report is on the web site:
Name of the initiative considered as a good practice
Greening schools
www.greeningschools.org

Country/organization responsible
Illinois Environmental Protection Agency
Waste Management and Research Center
Illinois Department of Natural Resources
P.O. Box 3717
Oak Park, Illinois 60303-3717
US

Phone 708-358-0050
Fax 708-358-0051

Contact person
Email: executivedirector@illinoisrecycles.org

Focus of the initiative
This is an educational game to be used as an activity for America Recycles Day, which is observed each year on November, 15, but can be used for Earth Day, which is observed each year on April, 22, or any time during the school year.

Initiative description
Greening Schools was a joint effort of the Illinois Environmental Protection Agency (ILEPA) and the Illinois Waste Management and Research Center (WMRC). The purpose of the project was to help schools provide a safe and healthy environment.

How to play
Post the game card in an area of the classroom where students will be able to see it. Each morning, take a minute to read the daily recycling question. Have a brief discussion based on the students’ answers. At the end of each week, there is a suggestion for an activity. A sheet is provided to record the students’ research. Review the newly found information on the following Monday as an entire classroom or in smaller groups as time allows.

Bonus
This activity suggests that the entire class compose a letter and send it to a manufacturer encouraging them to cut down on the amount of packaging they use in their product, or write a letter complimenting a manufacturer for not over-packaging their product or for using recycled-content materials in their product.

Methodology
Discussion and some research are necessary for this activity.

Results and evaluation of the initiative
Recycling Day in pdf format www.swancc.org/education/recyclingfactsgame.html
2. Academic researches and surveys
The work of the university in education towards sustainable consumption within this section is focused on two main approaches:

- Research and training, a role predominantly within higher education;

- Working towards the application of sustainable behaviour inspired by the better use of resources, favouring the involvement of all the actors involved.

In both of the above cases the university can play an active role within the social context and also offer the educational function that one would expect from it through this work. Thanks to its institutional and educative character, the university represents an ideal place for anyone wanting to develop a deeper understanding of consumer education.

The good practices highlight how education towards sustainable consumption in the academic world requires access to a lot of knowledge, in order to guide a transformation that is above all cultural.

The research looks at different fields of interest: Northern European universities mainly offer masters and PHD courses in sustainable economy, the life cycle of products and consumption trends, application of the ecological imprint and other ambient indicators; educational questions and studies into consumer behaviour are the central research themes of the English universities that focus their attention on teacher training and promoting activities for schoolchildren.

In the majority of cases the research is conducted through the collaboration of many institutes, this highlights the multi faceted approach that is necessary when confronting consumer education.
**Name of the initiative considered as a good practice**
Sustainable food consumption, involvement, certainty and values: an application of the theory of Planned Behaviour

**Country/organization responsible**
Gent University, Belgium
Faculty of Economics and Business Administration

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**Main objectives of the initiative**
This study (December 2005) investigates determinants of sustainable consumption behaviour in Belgium. To gain a better insight in sustainable consumption, we conducted a study where sustainable attitudes and behaviour as well as some individual characteristics like involvement, certainty and values related to sustainable products are scrutinized. We explore if determinants as hypothesised by the theory of planned behaviour (TPB) – attitudes, perceived behavioural control, social norms - influence sustainable consumption intention in general and according to different levels of involvement, certainty and values. The empirical research builds on a survey with a sample of 456 young consumers, using a questionnaire and an experimental design with manipulation of key constructs through showing advertisements for sustainable dairy. The stepwise multiple regression showed that 50% of the variance in intention to consume or purchase sustainable dairy was explained by the combination of attitudes, perceived social influences, perceived consumer effectiveness and perceived availability. In addition, different levels of involvement, certainty and value orientation entail different strengths of the determinants. The findings yield public policy and marketing recommendations for stimulating sustainable food consumption among the young.

**Results and evaluation of the initiative**
Name of the initiative considered as a good practice
Reframing the Embodied Consumer as Cyborg
A Posthumanist Epistemology of Consumption

Country/organization responsible
University of California

Contact person
Markus Giesler, York University
Alladi Venkatesh, University of California, Irvine

Focus of the initiative
The purpose of this research is to introduce a post humanist epistemology of technology consumption and to illustrate the usefulness of this epistemology in the study of consumption as a whole.

Initiative description
Article, Advances in Consumer Research (32, 9 – 2005)
Name of the initiative considered as a good practice
Sustainable Consumption, Lifestyles and Systems of Provision

Responsible country/organization
Wagenigen University

Contact person
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Bas Van Vliet
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Focus of the initiative
The research projects deal with consumption processes and policies in different sectors of society and in different countries and regions of the world

Initiative description
Theory and politics of sustainable consumption and lifestyles have for a long time been dominated by socio-psychological models used to describe the norms or attitudes of individual human beings with respect to the environment. In this research programme, we try to move away from the individualistic outlook by developing a 'contextual approach' to sustainable consumption. With the help of a conceptual model derived from structuration theory, we investigate sustainable lifestyles and consumption in the context of social practices which people share with others in the context of everyday life. The process of the 'greening' of daily routines like food handling, dwelling a house, leisureing or sporting, is investigated both from consumer as well as from provider perspectives. The former through investigating the interests, motives and (status) incentives of citizen-consumers as end-users of more sustainable products and technologies; the latter through investigating the quantity and quality of the provisionment made available by the providers of more sustainable goods and services.

Main objectives of the initiative
- The changing power-relations between providers and consumers in the provisioning of sustainable products and technologies.
- The consumer-oriented monitoring of environmental performances of both providers and end-users within different domains of consumption.
- The policies of sustainable consumption at both national and international levels.
- The role of environmental technologies in the greening of (domestic) consumption.
- The ways in which more sustainable lifestyles and consumption patterns are 'experienced' by citizen-consumers in terms of sensory awareness, knowledge, and commitment.

Methodology
The consumption programme will consist of a group of four PhD students, two post-docs, and a substantive input from two project leaders. Around the programme, a network will be created, apart from the researchers from Wageningen University and from Tilburg University
Name of the initiative considered as a good practice
Sustainable Consumption and Production: what to ask from education and research

Responsible country/organization
Sweden, Lund University

Contact person
Trine Lund Hansen
Water and environmental engineering, Lund University

Focus of the initiative
Life Cycle Assessment

Initiative description
A critical study on:
• introduction to LCA (Life cycle assessment) and its role in integrated waste management.
• The benefits and limitations of applying LCA in integrated municipal waste strategies.
• Practical guidance on data collection, scenario development and producing and interpreting results.

Main objectives of the initiative
The main objective of the project is to develop two tools: (i) a prognostic model to predict quantity and composition of municipal waste and (ii) a performance assessment system for alternative waste management scenarios. The latter will consist of a set of qualitative sustainability criteria along with quantitative impact indicators enabling assessment of waste management strategies. The three sustainability aspects to be considered are environmental, economic and social aspects. Targeted end-users are municipalities, as decision makers in waste management planning. Deliveries of the project, both a waste prognostic tool and a waste management system assessment tool will be verified in six cities in Southern and Eastern Europe

Methodology
Workshop and Conference, 15-16 April, 2004
http://www.sciencedirect.com/science_ob=ArticleURL&_udi=B6VFR-4C40RG2-2&_user=1926922&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&acct=C000055375&version=1&urlVersion=0&userid=1926922&md5=28e4adabaedf5d91c17579bce2a2d
**Name of the initiative considered as a good practice**
New consumers? Children, fashion and consumption

**Country/organization responsible**
University of Leicester
UK

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**Focus of the initiative**
Taking children’s consumption of clothing as its focus, the research has attempted to understand the place and significance of fashion amongst 6–11 year olds in different regions of England.

**Initiative description**
The children now represent a considerable market for producers and retailers of such goods might be well known, but the significance of consumption to their lives and to childhood more generally is not.

**Main objectives of the initiative**
Working in detail with children in eight contrasting families over the course of a full year, the research has looked at the place of labels and logos in contemporary childhood. The findings highlight parental concerns about inappropriate sexualization through clothing and at the same time challenge the idea that all children want to look like their favourite pop star or footballer.

**Results and evaluation of the initiative**
This project ran from April 2003 until September 2005
Publication
Name of the initiative considered as a good practice
Towards a ‘Social Psychology’ of Sustainable Consumption

Responsible country/organization
University of Surrey

Contact person
Tim Jackson, University of Surrey

Focus of the initiative
The aims of the fellowship are to explore the conceptual foundations for a view of human behaviour, which is consistent with the goal of sustainable consumption, and to examine the extent to which such a model could inform the development of a new policy agenda for sustainable consumption.

Initiative description
- To undertake a critical review of the recent and historical literature on consumption and consumer behaviour;
- To identify key resonances and dissonances between different conceptual models of consumer behaviour;
- To draw out the implications of these resonances and dissonances for sustainable consumption policy; and to communicate these ideas to both academic and policy audiences.

Methodology
- Progress towards an extended review of the consumer behaviour literatures;
- identification of key themes: resonances and dissonances;
- active engagement with both academic and policy audiences;
- publication of an influential policy report for the Sustainable Development Commission.

Evaluation of the initiative
The aim for the next year of the fellowship is to extend and consolidate the conceptual exegesis embarked on during the first year, to prepare a proposal and find a publisher for a monograph synthesising the outputs from the work, and to begin writing such a book. An edited anthology of writing on sustainable consumption is in the final stages of preparation for Earthscan, and a workshop on the social psychology of sustainable consumption.
**Name of the initiative considered as a good practice**
Programmes for promoting sustainable consumption in the United States, 1999.

**Responsible country/organization**
University of Massachusetts
Lowell Center for Sustainable Production
www.sustainableproduction.org

**Contact person**
Eric Friedman, Environmental Purchasing Coordinator
Massachusetts Operational and Service Division

**Focus of the initiative**
Changing consumer behaviour, educational programs.

**Initiative description**
The Toxics Use Reduction Institute: a lecture of the problem

**Main objectives of the initiative**
Individuals and communities behaviour
Law and Policies
International programs and initiatives in the United States

**Methodology**
Provide an overview of sustainable consumption efforts in the United States

**Results and evaluation of the initiative**
The report is aimed at audiences such as community activists and government agencies that are just beginning to explore the environmental impacts of their consumption patterns.
Report:
www.turi.org/library/turi_publications/toxics_use_reduction_policy_analysis/programs_for_promoting_sustainable_consumption_in_the_united_states_1999
3. Academic publications
Academic publications on sustainable consumption try to analyse the problem from different points of view. Sometimes they are concerned with research results regarding education towards sustainable consumption, on other occasions they give advice on how to consume better or less, or offer analysis of the present global situation. In these publications the educational dimension is linked to the geographic, economic and scientific dimension and highlights how sustainable consumption also requires political responsibility in order to stimulate mass participation.
Name of the initiative considered as a good practice
Education for sustainable consumption: towards a framework for curriculum and pedagogy

Responsible country/organization
University of Griffith
http://www98.griffith.edu.au

Contact person
John Francis Fien
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Focus of the initiative
Book
John Fien
*Critical Environmental and Health Education: Research Issues and Challenges*
Oxford University Press, 2002
Name of the initiative considered as a good practice
Globalization and Sustainable Consumption. A history and promise and failures.
Environmental politics

Country/organization responsible
University of Twente Publications
The Netherlands
www.utwente.nl/cstm

Contact person
Center for Clean Technology (CSTM)
Fuchs, Prof.dr. D.A.
Lorek, S. sylvia.lorek@seri.de

Focus of the initiative
Fuchs Prof. Dr and Lorek S. (2005) From Journal of consumer policy, 28 (3) pp 261-288

Results and evaluation of the initiative
www.purl.org/utwente/45070
4. Civil society initiatives, guidelines, publications and toolkits
If we want to confront the theme of sustainability, and particularly sustainable consumption we need every citizen to play their part and take an active role within civil society. This not only requires respect for the environment but also understanding the effect that our daily actions can have on the local and global economy, the life of others and the environment in the broadest sense of the word.

The good practices in this section use a common methodology orientated towards the active interdisciplinary participation of organizations and subjects that differ from each other in their interests, birthplace and social composition, that not only offer information but also propose concrete, verifiable and replicable action on environmental, social and economic improvement for individuals and for groups.

For example, the situations presented within “The Otessa project” or “The European Diary” or in “What’s up in the environment” demonstrate some of the recurring elements within education towards sustainable consumption:
1. Accurate information regarding the problem;
2. Stimulate reflection through concrete experiences;
3. Production of publications, toolkits and didactic material for teachers.

The behaviour and lifestyle choices of citizens has a direct and indirect impact on society the environment and the economy: behaviour can reduce environmental and social impact by conditioning (as consumer) the improvement of the productive process (influencing the entire supply line) in every phase of product life (prime materials, their transformation, production, distribution and consumption) through daily actions and informed, concrete, responsible and innovative choices.

This is the thread that runs through the good practices inserted in this section: re-establish a meaningful and long standing relationship between places of production and places of consumption. All the good practices work to develop critical thought in the citizen, with the goal of creating a different way of living in society, through consumption and the wish to do things together. Today we think more about the passive role that each person has in a consumer society. At the same time there is a greater understanding of the importance of product quality and lifestyle.

From this perspective consumer education is orientated towards the creation of a new citizenship able to perceive problems, discover ways to resolve them and try to promote alternative ideas. All of this is only possible when we achieve a high level of social participation in the process of taking responsibility for the situation, research into solutions and the implementation of decisions taken. In this environment the stimulation created by associationism and the opportunity to take part in decision making is determinant, all things that help people to realise their own competences and the possibility of change.

“The Global Voice for Consumers”, “The Consumers Citizenship Network” and “Sierra Youth Coalition” move in this direction. These experiences are centred on a social dimension constructed around the co division of common time or space. Laboratory, co-operative and conversational practices are without doubt valid occasions for the increase in ability to take group responsibility for particular situations and to discuss possible and alternative roads towards improvement.
Name of the initiative considered as a good practice
Ecologically sound approach to agriculture in Armenia

Country/organization responsible
Armenia/ “Armenian Women for Health and Healthy Environment” NGO

Contact person
Lusine Nalbandyan: expert on eco agriculture

Focus of the initiative
Education, learning and local knowledge

Initiative description
This was a non-governmental, local community initiative conducted in English and Armenian. It involved 407 farmers from 3 villages. The project started in 2005 and lasted 3 years, and was completed with a budget of 8000 euros from the Government of the Netherlands through the WECF. The stakeholders involved were the local community.

Main objectives of the initiative
To raise awareness about organic farming through information and education campaigns for farmers and schoolchildren in three villages, demonstrate the methods of alternative agriculture for 3 years in the experimental fields and orchards in Fantan, Dzoraghbyur and Hayanist and to learn & apply IPM approach replacing pesticide usage by medicinal plant liquids (herbal pesticides) as an example of sustainable consumption and production.

Methodology
Methods/approach for this initiative.
The action plan for work program was made and Information materials such as booklets, leaflets and brochures about organic farming methods and its applications were prepared and disseminated among farmers. Seminars and training courses on alternative agriculture were organized for the villagers and farmers. Separate training courses and lessons were organized for schoolchildren. Guides on the implementation of organic farming for farmers were created and distributed.

- Experimental orchards and fields for the implementation of organic farming were chosen
- Soil samples were taken from chosen fields and orchards & analysed
- Schemes for crop rotation were created
- The cultivation of soil, fertilising and seeding was carried out using conservational methods and in proper time period
- Compost was made from organic materials in the orchards
- Organic and bio fertilizers were prepared and used
- Treatment of the trees and seed-bed using plant tinctures
- Plant tinctures were prepared and used from wormwood - Artemisia absinthium or milfoil - Achillea millefolium
- Biological (pheromone) traps were hung against (Laspeyresia) seed worm in each orchard
- Monitoring was done before and after the treatment

Results and evaluation of the initiative
Results
- Awareness among villagers about the necessity of passing from conventional to organic farming increased by 60%
- Farmers received knowledge about the implementation of IPM and organic farming
- Possibilities for organic farms in these villages were identified
- Possibilities for making bio pesticides and organic fertilizers by using farm products were found
- Pesticide use was reduced
- Increase of yield and quality (ecologically clean & healthy)…was registered

Strengths
- The strength of good practice is the encouraging of the sustainable consumption of natural resources creating less harm to ecosystems
- Weaknesses and risks For organic farming as with conventional farming the harvest still depends on the weather conditions
• Problems encountered: The lack of subsides for organic farmers and the lack of market for organic products.
• A weakness in legislation does not provide possibilities for the development of organic farming

Conditions for successful replication
• Increasing of sustainability of agro ecosystems following the example of experimental fields and orchards
  New methodology based on the usage of plant tinctures for pest control within the frame of IPM implementation. This methodology would be easily replicated because of its simplicity, cheapness and availability

Unresolved issues
Problem of affordability of irrigation water

Why do you consider this a good practice?
Armenia is one of the countries in the world in which agriculture is one of the main sectors in the national economy. Sustainable agriculture is a key element for sustainable development. Sustainability aims to achieve adequate safe and healthy food production, improved livelihoods for food producers and the preservation of non-renewable resources. IPM is an important strategy which is a relevant aspect of sustainable development and sustainable agriculture. Less land per person requires more high yielding agriculture to meet the necessary demands for food. To be sustainable, this must be achieved within the IPM framework. The goal is to achieve long-term sustainable systems of crop protection and production. This is a good practice because it provides possibilities to produce ecologically clean and healthy food and have a healthy generation by keeping the biodiversity and sustainability of agro eco systems.

You can download the PowerPoint Presentation from:
Name of the initiative considered as a good practice
The European diary, wise choices?
www.generation-europ.org

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Contact person
President Catie Thorburn
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Focus of the initiative
The European Diary
• It’s a practical diary that promotes citizenship education in schools. It covers areas such as consumer rights, environmental responsibility, career planning, European and world studies…
• It helps young people to make informed, responsible and independent choices.
• It helps develop confident and active citizens.
• It informs young people of the social, economic and environmental consequences of their actions.

Initiative description
The Europa Diary is a Europe-wide effort to provide young people with essential information on their roles and responsibilities as young European citizens. Since teachers play a vital part in this, a Teacher’s Guide is included, which:
• is easy-to-use and full of information;
• provides ideas and advice for classroom activities, discussion and homework;
• offers guidance on providing topical, stimulating learning experiences based on topics covered in the diary;
• presents an opportunity to demonstrate effective provision and improved outcomes to Ofsted.

Main objectives of the initiative
Social, economic, environmental consequences of young people’s actions

Results and evaluation of the initiative
The Diary has a teacher guidelines translated in 19 European countries since 2004.
http://www.generation-europe.org/docs/teachers_i.pdf
**Name of the initiative considered as a good practice**
The Otesha Project

**Country/organization responsible**
The Otesha Project
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Kanata, Ontario K2K 1P4
Canada
www.otesha.ca

**Contact person**
info@otesha.ca

**Focus of the initiative**
They focus is on re-evaluating our daily choices to reflect the kind of future we’d like to see - rethinking what we really need, conserving resources, and voting with our dollars.

**Initiative description**
Members of the Otesha Project aim to make presentations and developing action plans with youth across the country about the alternatives to our consumer society.

**Main objectives of the initiative**
The objective of the initiative is to show youth the positive effects their everyday choices can have - empowering them to consume sustainably and ultimately, to believe that they can and do change the world.

**Methodology**
The Otesha Project's education programs - which are hope and action based - involve emotional multi-media presentations, humorous skits, fun games, and interactive workshops, for a wide range of age groups

**Results and evaluation of the initiative**
The Otesha Project recently completed their first project - mobilizing 33 youth to bike across Canada (8,866 km) making over 250 presentations to a total of over 12,000 young people directly. They have inspired young and old, from coast to coast to take action www.otesha.ca/sustainable.htm
Name of the initiative considered as a good practice
Sierra Youth Coalition’s Sustainable Campuses Project

Country/organization responsible
Sierra Youth Coalition
Suite 412 Nicholas Street
Ottawa, Ontario K1N 7b7
Canada

Contact person
Paul Charter
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Focus of the initiative
A campus provides a smaller scale for students to address problems so they are more likely to see concrete ways of taking action and produce tangible outcomes and victories. The initiative also provides skills to balance theoretical concepts students learn in university and prepare them for the job market.

Initiative description
Sustainable Campuses Project is a national youth directed initiative that inspires, informs, trains, and supports Canadian students promoting environmental responsibility and sustainability in post-secondary institutions. The Sustainable Campuses Program was not only founded to change environmental and social practices on university campuses but also aims to give youth empowerment, information, and skills to influence decision-makers.

Main objectives of the initiative
To aid in the development of environmental and social practices on university campuses while also giving youth empowerment, information, and skills to influence decision-makers.

Methodology
Through direct experience, concrete changes, and positive reinforcement youth gain the confidence and will to influence decision-making beyond their campus for example in municipal, provincial, or federal government policy.
Name of the initiative considered as a good practice
Consumer citizenship education guidelines to higher education

Country/organization responsible
The Consumer Citizenship Network
The CCN Core Administrative Unit is at Hedmark University College
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web site: www.hihm.no

Focus of the initiative
This is a set of guidelines about consumer citizenship education compiled by The Consumer Citizenship Network. The target groups for these guidelines are teachers in higher education in general and teacher trainers in particular. These guidelines provide a pluralistic approach to consumer citizenship.

Initiative description
Learning and teaching Guidelines

Main objectives of the initiative
The main intention of the guidelines is to stimulate education which facilitates students' ability to analyse, understand and cope with real, everyday life problems and to empower them to be active participants in modern society. Active participants are individuals who not only make selective, reflected lifestyle choices in the market but who also effect changes by engaging as stakeholders in the dialogues and debates which determine policy, contribute to transparency and guarantee accountability.

By bringing together the various elements which constitute consumer citizenship education, the guidelines highlight the universal need for common reflection on the implications of "improved quality of life" and of the consequences of present consumption patterns. The guidelines emphasize the value of developing quality modules/courses in higher education.
Name of the initiative considered as a good practice
Looking for likely alternatives (LOLA)

Country/organization responsible
The Consumer Citizenship Network

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Focus of the initiative
LOLA is a project which develops a didactic process for searching, evaluating and documenting cases of social innovation in order to raise sustainability awareness

Initiative description
The project, Looking for likely alternatives (LOLA), aims to adapt to the needs of higher education, the results of the FP6 project “Creative Communities”: EMUDE (Emerging user demands for sustainable solutions: social innovation as a driver for technological and system innovation) and the experiences of the Sustainable Everyday Project. This would be done in a two part program by first involving 3 to 5 teacher training schools in the process of collecting cases of social innovation, documenting the didactic process (web based) and maintaining an open discussion on the experience amongst the CCN members (web based). The second part of the program would involve the visualisation and presentation of the results in order to further replication of the process and extensive use of the cases. This would involve an analysis of the open discussion and a written synthesis, a presentation at the forthcoming CCN conference and printed material to be displayed on the SEP exhibition at the coming CCN conference.

Main objectives of the initiative
The LOLA project provides an opportunity to progress beyond the common pedagogical use of case studies and project work which tend to be limited to the immediate classroom context. It connects the work of teachers at several schools in a collective search for examples of universal value, thereby putting into action the goals of the UN Decade for Education for Sustainable Development (2005-2014). This will be a process of integrating initiatives dealing with “learning to learn” and “learning for a sustainable future” with initiatives concerned with learning to be a critical, aware, consumer citizen. The documentation and evaluation of this process will be useful for other teacher trainers and schools -- increasing their knowledge of what is actually happening in society in terms of initiatives for responsible lifestyles and sustainable development. The LOLA project can be seen as developing a kind of “teacher training toolkit” for sustainable consumption. It uses middle level communication tools, not as researchers, nor as a commercial instrument but with the goal of reaching teacher trainers and student teachers.
Name of the initiative considered as a good practice
A course in domestic composting

Country /organization responsible
Italia Nostra, Italy

Contact person
Federico Valerio President of Italia Nostra, Genoa Section

Focus of the initiative
Education and learning about handling post consumer residue materials

Initiative description
Numerous town councils in Liguria organized public meetings with adults to explain the process of the bioxidisation of food waste that can transform this waste into useable compost. As well as the theoretical aspects, the course also addressed the practical points of composting such as space reduction, rapid production processes and the quality of the final product, for use in the garden and vegetable patch but also in flower vases on the balcony in an urban context. The project included the training of 30 educators, responsible for the teaching of the course, production of the didactic materials, the creation of demonstration domestic composting sites and a power point presentation. About 3000 students completed the course. A telephone survey was conducted at the end of the course with a selection of the participants to learn from their experiences. It is a non governmental project with public financing:
• Conducted in Italian
• 3000 students participated
• Started in 2003 with a duration of 3 years
• Completed with a budget of 10.000 € from the Region of Liguria
• A partner with the town council of Genoa
• The initiative involved the local communities that were invited to participate in the course. Specific initiatives were aimed at the training of teachers that already had experience of composting and in the use of the final product

Main objectives of the initiative
To promote the composting of domestic waste in all areas as a way of reducing refuse production. To inform the public about techniques of organic waste treatment in order to guarantee informed consent for the creation of industrial scale composting units.

Methodology
The project consisted in two brief meetings with small groups of participants enabling them to exchange information. At each meeting a power point presentation was used that was specifically designed to help public interaction. Each participant was presented with a manual containing details of the process described and a certificate of their participation. Composting centres were built in several towns in order to demonstrate different composting apparatus in use, from industrial to home made, and each with information posts explaining the process to visitors to the centres. Practical lessons were also conducted at these centres.

Results and evaluation of the initiative
• In total three thousand students participated in the project. Some of the strong points were that all of the teachers employed had already had experience in domestic composting, the participants were highly motivated and had someone to listen to their problems.
• One weak point was that participation was greatly influenced by the promotional capacity of the initiative.
• We did not encounter any particular obstacles, although adequate financing is needed to pay for the printing of didactic materials and the teachers’ salaries. The cost for each participant is however low and over time results are guaranteed.
• The experience is easily replicable using the didactic materials already produced
• There is the unresolved problem of local council incentives. Some councils refused to give a discount for waste collection to families involved in the initiative
• We consider the initiative a “good practice” because composing is more successful if the operator understands the transformation process of the materials used. As 40% of Italian families have either a
garden, vegetable patch or balcony with flowerpots the widespread use of this technique could reduce food waste production by up to 50 kilos per person per year.

- People who use this technique are much more likely to have a positive attitude towards the use of other domestic waste, that they learn to see as a resource and not just refuse.
Name of the initiative considered as a good practice  
Sustainable Consumption

Country/organization responsible  
Bio Non-Govenmental Organization  
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Mexico df

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Focus of the initiative  
In the area of sustainable/responsible consumption, BIO has generated a large number of reader-friendly manuals on such topics as: Reduce, Reuse, Recycle; how to make compost; organic agriculture; sustainable water and energy consumption; how to do things with waste material; and roof top gardens. BIO also offers workshops and seminars on sustainable lifestyles.

Initiative description  
BIO promotes products that are made from secondary materials (tires, plastics bags, cans, etc.). These products are made by BIO and also by small communities and poor people.

Main objectives of the initiative  
Change our unsustainable lifestyles and promote a responsible consumption an measure the number of workshops and seminars, and how many people participate; the number of manuals, and the number of projects at the local level.

Methodology  
Fact Sheet, Brochure, Paper.
Name of the initiative considered as a good practice
What’s up in the environment? Teacher’s guide

Country/organization responsible
Toyota USA Foundation with additional support from
The National Environmental Education & Training Foundation
www.neetf.org

Contact person
Sarah Frank, Director NEETF
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Focus of the initiative
What's up in the environment? Is an educational project that shows the importance of becoming environmentally literate and describes some of the exciting work being done by professionals in environmental fields. It offers middle school teachers hands-on activities and profiles of people who are working to improve the environment.

Initiative description
This teacher’s guide is to be used with the What’s up in the environment? video. Student activities and profiles of environmental professionals (to be photocopied and distributed in class) accompany each segment of the program. The guide also includes URLs for the long-term activities on the What’s up in the environment? Web site. The video can be used over several weeks as students become involved in environmental projects.

Main objectives of the initiative
Why Study the Environment?, which discusses the importance of environmental literacy.
• Water: River of Grass is the starting point for an activity that involves building a model wetland.
• Land: Brownfields to Greenfields examines the benefits of using compost to improve soil.
• Air: Back to the Future provides an activity that shows the effects of acid rain.
• Energy: Power Up includes two energy-related activities: making a pizzabox solar oven, and learning how fuel cells work.
• Sustainable consumption: some of the opportunities in environmental fields

Results and evaluation of the initiative
Writers Bob Berwick, Jesse Dillon, David Reisman, Jennifer L. Toro
Editor David Reisman, Ed.D, New York, 2002
Pdf Format: www.thirteen.org/edonline
**Name of the initiative considered as a good practice**
Managing Environmental and Social Issues in the Accommodation Sector

**Country/organization responsible**
Centre of Environmental Leadership in Business www.celb.org
The Tour Operators’ Initiative for Sustainable Tourism Development

**Contact person**
James E.N. Sweeting and Amy Rosenfeld Sweeting

**Focus of the initiative**
Production of a handbook “A practical Guide to Good Practice. Managing Environmental and Social Issues in the Accommodations Sector”

**Initiative description**
Hotellers around the world are recognizing that responsible environmental and social practices translate into benefits for business, the environment and the global community. From providing cost savings and reputation benefits to ensuring the long-term appeal of a destination to travellers, good environmental and social practices make good business sense.

**Main objectives of the initiative**
This handbook provides an overview of ten key environmental and social issues that are critical to the long-term success of the accommodation sector. For each issue, we offer a brief summary, the rationale for good practices and examples of the actions hotels around the world are taking. Recognizing that the solutions offered here are not exhaustive, we offer sources for further information within each section and at the end of the handbook.

**Methodology**
Publicity about poor practices may damage a hotel’s reputation and lead to loss of business. On the other hand, good practice can be an effective marketing tool within the growing international market of guests seeking environmentally and socially responsible destinations.

**Results and evaluation of the initiative**
Adopting sound environmental and social practices offers the opportunity to maintain the quality of a hotel’s surroundings, thereby improving the overall experience for guests and increasing support from government officials and neighbouring communities. Hotels that fail to protect their environmental and cultural surroundings may contribute to the destruction of the very attractions upon which they depend for success, including clean air, safe water and beautiful, healthy surroundings.
Name of the initiative considered as a good practice
Meeting tomorrow’s needs

Country/organization responsible
Consumers International
The Global Voice for Consumers
www.consumersinternational.org

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Focus of the initiative
Consumers International has teamed up to assess the attitudes of US and UK consumers towards climate change. Conducted interviews with US and UK consumers.

Initiative description
Consumers International conducted interviews with US and UK consumers; case interviews with businesses, lobbyists, civil society and public sector officials.

Results and evaluation of the initiative
Only 10% of consumers trust what companies and government tell them about global warming
Corporate and government efforts to inform consumers on climate change are falling on deaf ears, with barely one in ten people in the UK and US believing what they say on the issue. Consumers have little faith in celebrities and the media to provide information on climate change, and would rather seek advice from friends and family, environmental groups and scientists.
Many consumers feel unable to change their purchasing habits
The study reveals that 75% of consumers, although concerned about how their consumption effects climate change, feel paralysed to act beyond small changes around the home (such as turning off stand-by modes and converting to energy-efficient lightbulbs).
The research indicates this is due to a lack of understanding about what individuals can do; concerns over the financial cost of acting; a perceived lack of availability; and a mistrust of corporate claims about energy efficient products and services.
Tellingly, over half (51.5%) believe governments should be forcing businesses to remove products that are most damaging to global warming, and 70% want claims about climate change by corporations to be independently verified.
5. Centres and networks
(governmental, academic, non governmental)
The good practice census demonstrates how collaboration between institutions, the academic world and civil society, with the goal of creating networks, research centres and investigators regarding the education of sustainable consumption has heightened in recent years. In general the map of sustainable consumption seems to confirm the existence of strong links between entities that with different aims are working in the promotion of alternative models of consumption and/or saving. The map also allows one to see the presence and centrality of other networks that are not directly linked to sustainable consumption. These organizations can include environmental groups, cultural associations and representatives of civil society such as supermarkets that collaborate with the academic world financing scientific research into consumption. This is the case for example with the British supermarket chain TESCO that have donated a large sum of money to the University of Manchester to promote research into “green consumption” and more generally to confront the environmental emergency.

This type of approach is in particular tied to two aims:
- raise awareness and make society more responsible;
- have greater influence in the public sphere.

Through networks two objectives are possible: that of “taking part” in an action and at the same time that of “being part” of a community.

Often the networks are much bigger than they might appear: being part of a centre for education in sustainable development, as the good practice census in Liguria, Italy (CESC) demonstrates, means inserting oneself at a crossroads of social relationships that interweave informative opportunities, experience in alternative consumption, mobilisation and collective participation.
Name of the initiative considered as a good practice
The CSCP – Centre on sustainable consumption and production

Country/organization responsible
United Nations Environment Programme (Unep)/Wuppertal Institut (Wi)

The CSCP is supported by the Business and Employment Support Agency, Wuppertal, the German Federal Ministry for Economic Cooperation and Development, the Federal Ministry for the Environment, Nature Conservation and Nuclear Safety and the North Rhine-Westphalian Ministry for Environment, Agriculture and Consumer Protection.

Contact person
DR. Michael Kuhndt - Head of the CSCP.
michael.kuhndt@scp-centre.org

UNEP/Wuppertal Institute Collaborating
Centre on Sustainable Consumption and Production (CSCP)
Hagenuer Strasse 30
42107 Wuppertal
Germany
http://www.scp-centre.org/

Focus of the initiative
The Centre contributes to the Plan of Implementation agreed at the World Summit on Sustainable Development in 2002 to promote sustainable patterns of consumption and production.

Initiative description
The Centre provides scientific support to activities undertaken by UNEP and other organisations in the field of SCP. This support includes the development, testing, implementation and monitoring of concrete projects, especially in developing countries, which enables these countries to leapfrog to sustainable consumption and production patterns using life cycle thinking and regional perspectives as guiding principles.
In this respect the Centre supports the integration of environmental, social and cultural concerns into decision making at the level of national governments, regional and local authorities, the private sector, and consumer groups.
The Centre works on the exchange of experiences with partners in both developing and developed countries, with support for capacity building and training approaches as an integral part of its programmes.

Main objectives of the initiative
The centre's objectives for the next three years are to:
• Monitor and report global and regional trends in SCP;
• Contribute to the adoption and implementation of policies and measures aimed at promoting CSP patterns by understanding global and regional priorities;
• Raise awareness within, and provide support to, the private sector in understanding their role in achieving SCP patterns along the global value chain and in specific regions;
• Raise awareness within and provide support to, consumer groups in understanding their role in achieving SCP patterns;
• Achieve effective cooperation and leverage with partners.

The CSCP has agreed on three thematic areas around which its work in the field of Sustainable Consumption and Production (SCP) will be grouped.

• Capacity building to tackle national and local development needs
• Innovative strategies to promote sustainable lifestyles
• Support for enterprises to undertake corporate environmental and social responsibility.
Name of the initiative considered as a good practice
Centre for Education on Sustainable Consumption and its network

Country/organisation responsible
ARPAL – CREA
(Regional Environmental Protection Agency of Liguria - Regional Environmental Education Centre)
Via Bombrini 8
16149 Genova
Italy
cecs@arpal.org
www.cecs.arpal.org

The Centre, sustained by the Region of Liguria and ARPAL, is managed by CREA - the Regional Environmental Education Centre of Liguria - which acts as a reference point that co-ordinates and fosters environmental education initiatives in the Region.
The CREA has been part of the ARPAL (the Regional Environmental Protection Agency of Liguria) since 2003- Regional Law 4/8/06 n. 20 gives responsibility for the promotion of sustainable lifestyles and behaviour through the Centre for Education on Sustainable Consumption to the CREA's functions.

Contact person
Dott.ssa Chiara Scalabrin
Dott.ssa Serena Recagno
Dott.ssa Federica Morchio

Focus of the initiative
The centre aims at:
• fostering the exchange and sharing of information and proposals among all stakeholders (governmental and intergovernmental agencies, the private sector, NGO's and the civil society and such like);
• encouraging companies to develop environment-friendly products that respect the world population;
• improving the active role of consumers by means of informing them about more ethical and environmentally-friendly goods and services

by means of:
• the Website
• the Info Desk
• the Documentation Centre
• display Windows of eco-sustainable products
• the Network of experts (NGOs, agencies…)
• the co-planning of Meetings with stakeholders
• workshops and events involving citizens
• animation workshops with schools

The topics
• Environment and health
• Climate change, energy and mobility
• Sustainable building and bio-architecture, sustainability and household energy saving
• Nutrition and food production (organic farming, local products, GMO’s…)
• Fair-trade products
• Product lifecycle: from raw material to waste disposal
• Environmental and ethical quality brands
• Labels (home appliances, clothing, food products, packaging and such like)
• Responsible tourism, nature-oriented and volunteer-based tourism

Initiative description
It is a regional initiative, co-financed by the EU with ERDF Structural Funds (Docup Ob2 Liguria 2000-2006)

Working languages
Italian (English and Spanish when needed)

Setting / Target group(s) / Number of persons involved
The initiatives involve the regional territory.
Target groups are: citizens (the whole family), professional categories (architects, engineers, tourism operators) and schools. In 2007 CECS activities will involve: SMEs, industry, University Personnel.

Year of creation
The Centre was started in 2004.

Budget and funding sources
100,000 euros for start up and the activities concluded in 2006 (including personnel)
30,000 euros for the 2007 (to march 2008) activities
Financed by the Region of Liguria and the EU with ERDF Structural Funds (Docup Ob2 Liguria 2000-2006).

Partner organizations involved
The CECS works together with local NGOs (environmental associations, consumers’ associations, professional associations and the fair trade network), the Centres for Environmental Education of the Region, which co-ordinate with local Authorities such as Parks, Mountain Communities, Provinces, Municipalities, the great distribution network, other Centres for Sustainable Consumption at National and European level, governmental and inter-governmental institutions, etc.
The Network of the CECS officially includes more than 60 organizations (National Info Desks, EEC, NGOs, enterprises and schools). Some of them have been collaborating within the Technical Groups set up in 2006 to identify operational strategies on energy, food and tourism. A new group was set up in 2007 on Life Cycle, waste and energy.
Among the partners are: the Regione of Liguria, ARPAL, Agenzia Regionale per l’Energia, Legambiente, WWF, Greenpeace, Rete Lilliput, Istituto Nazionale di Bioarchitettura, Torri Superiore, Coordinamento dei Parchi Liguri, La Bottega Solidale and the AIAB.

Stakeholders involved
NGOs are involved within Technical Groups which plan actions together with the CECS. Some of them are directly involved in the organization of the events with the co-ordination of the Centre. Some citizens which have experience of good practices are also very good active collaborators.
Schools are involved in educational activities through the Centres for Environmental Education of the Ligurian System for Environmental Education, or directly by CECS through the events.
Other stakeholders such as Professional Categories (e.g. Engineers and Architects), operators (e.g. tourist operators) or retailers and farmers (e.g. for food issues) are also involved.

Main objectives of the initiative
In general
• to encourage conscious consumption through information, dissemination, training and education to a lifestyle, which should be sounder and more respectful of the environment and individuals
• to foster the dissemination of a new way of thinking that should consider the quality of the environment and social and economic well-being as interrelated objectives and underline the environment’s strategic role in development
• to promote a new development model striking a balance between individual economic and social needs and the availability of resources and the ecosystems’ ability to meet current and future human needs
• improving the active role of consumers by means of information on more ethical and environment-friendly goods and services
• fostering the exchange and sharing of information and proposals among all stakeholders (NGO’s, governmental and intergovernmental agencies, local Public Bodies, the private sector, Centres for Environmental Education, National Info Desks, civil society and such like)
• encouraging companies to develop environment-friendly products respectful of world population.

Methodology
Co-planning mainly with NGO and public bodies is fundamental to gathering experience and feedback, so as to plan actions and events.
Team work of all the members of the technical groups in the organization towards the promotion and realization of the events. Group promotion especially for events targeting citizens, together with the placement in central and popularly used locations combats the problem of the lack of publicity due to economic restrictions when posters and flyers are mainly used. Collaboration with experts and citizens who are good communicators for seminar presentations.
As a second step after the co-planning, there is often the involvement of other important stakeholders, to help realise the objectives proposed.
Interactive activities are proposed during the events: round tables, workshops, guided tours of sustainable buildings, information desks in squares and in malls, the demonstration of clean technologies, communicative posters and information materials and games... People are invited to participate and ask questions during the workshops, the ‘see and touch’ method is used to promote new technologies (e.g., renewable energy) or local food and biodiversity. Schools and families in general, are involved in workshops through active role games, some times with the support of ITC.

Results and evaluation of the initiative
Besides the very good participation level of citizens and professionals in the events proposed to promote and raise public awareness on climate change, energy efficiency, biodiversity and food, and sustainable tourism, a positive result has been achieved in 2006 with the creation of a very active group of members of local NGOs, the citizens that developed the best practices and public body officers, who are keen to collaborate in a group together with CECS developing new actions and strategies. Information on the necessities of the territory by means of sustainability awareness and information is well circulated among the members of the group. Besides this, CECS acts as an intermediary between the local and the regional, national and international levels.

It is difficult to measure results in terms of change in behaviour and lifestyles towards sustainable consumption of our 2006 target groups. In general we noticed a strong interest in the economic benefits given by the return on the investment of the installation of clean technologies for example, but not the feeling of a real environmental or social responsibility.

Contact with the territory helps discover needs, for example to work on a good data base of enterprises, professionals and retailers offering clean products and services

Strengths
The network of the CECS, which officially includes around 60 members (NGO’s, governmental and intergovernmental agencies, local Public Bodies, the private sector, Centres for Environmental Education, National Info Desks, the civil society) with different levels of collaboration, is important:
• to plan and promote effective events and actions involving citizens and different stakeholders to promote sustainable Consumption and Production
• to spread updated information on sustainable consumption through the CECS Newsletter and Info Desk.
Putting together citizens, governmental organizations, professionals, technical experts and NGOs to develop new ideas and strategies, means one can organize an integrated annual program of activities, avoiding overlapping and waste of resources.

Weaknesses and risks
To be effective in promoting a new model of consumption and production, all governmental bodies are needed to implement laws and regulations and develop strict control and monitoring programs. Infrastructure and sometimes better management of public services are needed to help citizens or companies change their behaviour (e.g., in waste, transport and energy consumption). Information and awareness alone are not enough. Especially with adults, it is very difficult to promote real educational long term programs, with the ability to change deeply rooted habits.

Italy is not ready for authentic social and environmental corporate responsibility: most of the business sector is interested in cutting energy expenses rather than investing in clean production or environmentally friendly management. This is also due to the fact that the consumer is not prepared to spend more money on a ‘green’ or ‘ethically sound’ product. For effective work on the supply side, mandatory regulations are needed. These can only be accepted if the externalities, environmental and social costs, are shown to the community. Well integrated Long term environmental and SC education programs, in all the subjects of every degree school program are needed. As well as compulsory training on Sustainable Consumption and production issues in universities and enterprises.

In general, is difficult to prove corporative environmental and social responsibilities (problems in auditing, monitoring and controlling), while there is a future risk of a boom of companies presenting themselves as ‘green’ or SMEs presenting themselves as ‘experienced in green technologies’.

Problems encountered
Working together is often time and energy consuming, but worth it.

The most relevant problem is how to get people involved on issues they are not interested in. We have tried a lot of techniques (interactive activities, collective promotion, showing the opportunities of changing behaviours…) and worked very hard, but how can one compete with all the adverts the media propose, and the budgets of the big enterprises? How could we get to the same number of people? Good examples are big events (e.g., the Earth Aid concerts). Promoting the ‘greening’ of the companies at a national level will help.

When giving information to citizens on companies offering ‘green’ technologies, services or goods it is difficult to guarantee the quality (e.g., companies installing domestic renewable energy technologies).
Another problem is bureaucracy. Co-planning, organization and promotion are time consuming. Bureaucracy often does not help the choice and delays or influences the realization of programs.

**Conditions for successful replication**

The start up of a Centre for Education on Sustainable Consumption and Production is replicable anywhere, but only if one has good understanding of state of the art technology and who are the actors already working on this issue on the territory. Strength comes from the ability to cooperate with all the other subjects active on the territory within SCE and to pool competences and experiences.

It would be very useful to different Centres could communicate at a national level, so as to spread good practices and share effective strategies and methodologies.

**Unresolved issues**

1. Promotion of the events both at a regional and national level through the mass media.
2. Have a guarantee of the quality of the work of SMEs or of the environmental and social responsibility actions carried out by the corporations.
3. The coordination between national governmental bodies with their policies and local authorities, agencies and NGOs with their work, has to be strengthened.

Both consumer and production sectors have to be stimulated through regulation and controls. Government bodies have to show the social and environmental costs which are not seen when calculating corporations’ incomes and expenditures, but which are paid by the community through health and social expenses. The relation between the costs of reparatory interventions and the costs of prevention across all governmental sectors, such as environment, food and agriculture, economy, health and social affairs for example, are not visible to the community. At an Italian level, as well as a national version of the Stern report, intersectorial cooperation between ministries is needed.

The implications of unsustainable individual choices on their own and others’ lifestyles and on their children’s future has to be shown to consumers, from an economical, environmental and social point of view. Also the opportunities of recuperating forgotten values or saving resources, health and money.

A collaboration of SC educators with professional communication experts is needed, and because of the considerable costs of their involvement, a network at a national level could be useful in creating a professional communication campaign using all the economic clout reserved to the no profit sector (e.g. TV spots through the Ministry) to help them compete with the big companies’ campaigns fostering unsustainable consumption patterns.
Name of the initiative considered as a good practice
Sustainable Consumption Institute

Responsible country/organization
Supermarket Tesco and University of Manchester

Contact person
Professor Alan Gilbert, President and Vice-Chancellor of The University of Manchester

Focus of the initiative
Supermarket Tesco has teamed up with The University of Manchester in a £25 million investment that will bring together the world’s leading experts to tackle climate change and help deliver a revolution in green consumption.

Main objectives of the initiative
The Institute aims to promote fresh thinking and explore vital areas of research such as how customers can be empowered and incentivised to buy green products and services, how business can adapt to meet customer needs and how we can train the next generation of environmental leaders and experts. Project already under way include research into low carbon lifestyles and the role of new technologies in delivering them.
Name of the initiative considered as a good practice
Doctoral Training Centre (DTC) - Sustainable Consumption Institute (SCI)
www.sci.manchester.ac.uk

Country/organization responsible
The University of Manchester
www.manchester.ac.uk

Focus of the initiative
Doctoral Training Centre (DTC) is being established as an integral part of the SCI, through which PhD students will be trained to develop their expertise in issues relating to sustainable consumption, and to actively participate in SCI research project.

Initiative description
The SCI is a multidisciplinary centre of global excellence researching major national and international issues associated with sustainability in the retail sector and encouraging consumers to adopt more sustainable lifestyles.

The themes of the center:
- motivating customers towards greener lifestyles alan.warde@manchester.ac.uk
- carbon labelling adisa.azapagic@manchester.ac.uk
- planning a greener future for retail simon.guy@manchester.ac.uk
- understanding the skills and staffing challenge colin.hughes@manchester.ac.uk
- managing the implications of the rising cost of carbon colin.hughes@manchester.ac.uk
- investing in new technologies ken.green@manchester.ac.uk
- waste, recycling and packaging chris.carr@manchester.ac.uk
- underpinning Climate Change research tom.choularton@manchester.ac.uk
- environmental sustainability reyer.gerlagh@manchester.ac.uk

Main objectives of the initiative
The SCI is focusing initially on nine research themes, ranging from influencing customer attitudes, technological innovations and the development of carbon labelling, to underpinning work on climate change and environmental sustainability.
**Name of the initiative considered as a good practice**
Centre for Sustainable Consumption

**Responsible country/organization**
Sheffield Hallam University
City Campus
Sheffield S1 1WB
Tel 0114 2254838
http://research.shu.ac.uk/csc/about.html

**Contact person**
Professor Tim Cooper

**Focus of the initiative**
Changing consumer behaviour, educational programs

**Initiative description**
- Consultancy service for industry on consumer attitudes and household behaviour, to assist in new product development and effective waste management;
- expert advice for government and non-governmental organisations on strategy and policy relating to sustainability consumption, waste and the environmental impact of consumer products;
- increased public understanding through high quality research and teaching often in collaboration with other academic institutions.

**Publications**
A paper by Tim Cooper “Self-sufficiency or Localisation? Sustainability and Ambiguity in Britain’s food policy” presented at workshop convened by European Union funded research network SCORE
http://www.mitpressjournals.org/doi/pdf/10.1162/1088198054084671?cookieSet=1

**Main objectives of the initiative**
Individuals and communities behaviour
International programs and initiatives in Britain
Provide an overview of sustainable consumption efforts in the United Kingdom
Name of the initiative considered as a good practice
The Centre for Sustainable Design
www.cfsd.org.uk

Country/organization responsible
Faculty of Design at the Surrey Institute of Art & Design
University College, UK

Contact person
Professor Martin Charter
Co-ordinator
mcharter@ucreative.ac.uk

Focus of the initiative
The Centre for Sustainable Design (CfSD) was established in 1995 within the Faculty of Design at The Surrey Institute of Art & Design, University College, in the UK. CfSD has organised over 30 conferences and workshops, and undertaken a wide range of research and training projects on eco-product development and sustainable product design. It has achieved an international reputation for high quality, innovative, leading-edge work.

Initiative description
The Centre for Sustainable Design (CfSD) facilitates discussion and research on eco-design and environmental, economic, ethical and social (e3s) considerations in product and service development and design. This is achieved through training and education, research, seminars, workshops, conferences, consultancy, publications and Internet. The Centre also acts as an information clearing house and a focus for innovative thinking on sustainable products and services.

Main objectives of the initiative
Managing Eco-Design;
Sustainable Solutions;
Environmental Communications

Methodology
Conferences, Workshop, Training.
Name of the initiative considered as a good practice
The e-cons network

Country/organization responsible
European School of Consumption (Spain)
Ministry of Health and Consumption. National Institute of Consumption (Spain)
Ministry of education and sciences. DG European Project (Spain)

Contact person
Coordinating Institution:
Escuela Europea de Consumidores del Gobierno de Cantabria
Coordinator: Nieves Álvarez Martínez.
E-mail: escuela@infoconsumo.es
Contact: e-cons@e-cons.net

web site: www.e-cons.net

Focus of the initiative
The aim of this network is to promote cooperation and educational innovation in school education about the sustainable consumption.

Initiative description
The E-Cons Network drawn up for three years (from 1 October 2004 to 30 September 2007) includes the following actions:
1. Actively coordinate European school centres which develop projects on consumer education, and especially those encompassed in Socrates – Comenius 1 actions.
2. Create and start up its own domain in the Internet (in all languages of the countries involved in the Network) in which the following contents will be progressively included:
   - Educational technical information about consumerism.
   - A file of centres enrolled in the network, indicating projects developed or being developed in consumer education.
   - Three databanks: 1.- an experience bank, 2.- didactic materials databank, 3.- databank of institutions
   - The virtual magazine E-CONS, with news of interest and ways to seek partners for projects.
   - A virtual forum. Its format will be: a creative-play corner, which can include ideas, poems, short stories, songs, interactive creations… on consumer education.
   - Links to the websites of all the members and organisations considered to be of use for consumer education in each country.
3. Create and publish a manual on educational and didactical innovation (in all languages) on how to structure, develop and to evaluate classroom projects useful for consumer education (with illustrations and suggestions).
4. Develop and publish on CD-ROM multimedia presentations which accompany the educational innovation manual in this field.
5. Evaluate and disseminate the best practices carried out in school centres.
6. Annually organize a local meeting in each country involved in the project and a European meeting of teachers enrolled in the network.
7. Guarantee permanent contact with the Socrates Agency and the education and consumerism authorities of each member country of the project and with the EU.
8. Assess the process and activities of the network and its use for European teaching staff. Annual external assessment.

Main objectives of the initiative
The fundamental theme of this network is Consumer Education. Thus, the ultimate objective of the E-Cons Network is to boost the training of consumers so that they may behave in a manner which is conscious, critical, socially aware and committed to the environmental surroundings; so that they may know their rights and assume their responsibilities in a Europe under the process of enlargement, all within clearly defined transversal values.
Name of the initiative considered as a good practice
The sustainable everyday project (SEP)

Country/organization responsible
SEP is an independent network funded by public research projects and organization of events. Editorial activities are based on voluntary participation. SEP events are placed under the patronage of UNEP United Nations Environment Program.

Contact person
Ezio Manzini /mail: ezio.manzini@polimi.it
François Jégou /mail: francois.jegou@solutioning-design.net
www.sustainable-everyday.net

Focus of the initiative
The Sustainable Everyday Project (SEP) proposes an open web platform to stimulate social conversation on possible sustainable futures.

Initiative description
The SEP platform hosts several research activities and didactic workshops. The Platform is an organization and communication tool providing an open web space and visibility for activities relating to the fields of design and sustainability in the everyday context.

Main objectives of the initiative
The SEP network is organized around 3 core activities.
• The promotion of a Scenarios laboratory where new visions of sustainable everyday life are proposed and discussed.
• The constitution of a Catalogue of cases showing examples of social innovation from all over the world developing original solutions promising in terms of sustainability.
• The organization of a traveling exhibition to meet public events, confront with close scientific communities and give visibility to new visions of sustainable daily living.
6. Courses, workshops, conferences
(institutional, academic, non-governmental)
The activities gathered here, promoted by academic institutions, government departments and civil society are interested in the formal and informal education of adults, with the aim of strengthening research, promoting contact and information sharing between different projects, creating guidelines and making society think about its behaviour, choices and lifestyles, and above all how these things have a significant impact upon the environment. The objective is also to move, through participation and conscience awareness, towards concrete and tangible actions to reduce environmental impact and the human ecological footprint.

The implicit argument is that it is useful to target university students, post graduates, professionals and citizens in order to raise awareness and spread information and motivation, with the objective of involving them directly, strengthening their understanding, stimulating activism and making them take responsibility for their actions.

Sometimes on-line courses also promote peer education, as demonstrated by the experiences of the University of Bergamo in Italy where they activated an on-line course in environmental education on the theme of sustainable consumption. A forum within the course was used by the students to compare and propose strategies for the reduction of their own ecological footprint and to consume better and less.
Name of the initiative considered as a good practice
Conference Time for Action, Towards Sustainable Consumption and Production in Europe

Country/organization responsible
Ministry of the Environment and Spatial Planning of the Republic of Slovenia

Contact person
Ms. Alenka Burja
Ministry of the Environment and Spatial Planning of the Republic of Slovenia
SL-1000 Ljubljana
Slovenia

Focus of the initiative
Conference, 27-29 September 2007, Ljubljana, Slovenia

Main objectives of the initiative
• Formulate recommendations for the development and implementation of the EU Action Plan on sustainable consumption and production (SCP) – focussing specifically on housing, food and drink, and mobility, which have been identified as causing the highest environmental impacts.
• Formulate recommendations for action towards SCP in European countries and encourage collaboration and partnerships between public authorities, business and civil society.
• Discuss European input and recommendations of the United Nations’ Marrakech Process to develop a 10-year framework of programmes on sustainable consumption and production for the period of 2012-2022.

Themes:
Household consumption: www.eea.europa.eu/themes/households
Transport: www.eea.europa.eu/themes/transport
Waste and material resources: www.eea.europa.eu/themes/waste

Results and evaluation of the initiative
Technical report Time for action – towards sustainable consumption and production in Europe:
Name of the initiative considered as a good practice
Ecotourism and Sustainable Community Development
http://www.ecclectica.ca/issues/2004

Country/organization responsible
Brandon University, Manitoba (Canada)

Contact person
Lori A. Gould
lgould@umich.edu

Focus of the initiative
A discussion of the various definitions of sustainable development, as well as ecotourism, is followed by a more detailed examination of the positive and negative ecotourism impacts. Sustainability consumption governance in a globalizing world.

Initiative description
Master post degree

Main objectives of the initiative
The role of ecotourism in achieving sustainable community development
**Name of the initiative considered as a good practice**
Business, Environmental and Corporate Social Responsibility

**Country/organization**
University of Helsinki

**Contact person**
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Helsinki School of Economics, Department of Marketing and Management
Eva Heiskanen eva.heiskanen@ncrc.fi
National Consumer Research Centre/Helsinki School of Economics

**Focus of the initiative**
This is a course where the focus on corporate responses to various social and environmental concerns.

**Initiative description**
Summer school (7-23 August 2007).

**Main objectives of the initiative**
Research on sustainable consumption from policy point of view. Sustainable consumption as an attempt to govern social life from a particular point of view.

**Methodology**
This 6 ECTS course is based on lectures, basic readings, groupwork, fact-finding tours and individual assignments. The lectures and readings will introduce central concepts (e.g., environmental strategy, environmental management, corporate social responsibility) and critical cases. The most important individual assignment is keeping a study diary, which helps students to reflect on the experiences they gain as the course unfolds.
Name of the initiative considered as a good practice
E-learning on line university course

Country/organization responsible
Bergamo University
Faculty Educational Studies
P.le Sant’Agostino, 2
24129 Bergamo
Italy

Contact person
Prof. Mario Salomone
Professor of Environmental Education
mario.salomone@unibg.it
Marcella Messina
Assistant Professor
marcella.messina@unibg.it

Focus of the initiative
The on line course “Environmental Education A” offers learning materials, chances of relations among students through on line forum, link for overlooking about sustainable consumption and the development of critical thinking. A specific attention to chain consumption analysis and environmental indicators to measure man's impact on the Planet. Exercises have been thought for the course.

Initiative description
E-learning on line study on Environmental Education A for students of degree in Educational Studies and Psychology. The on line course created in 2007 September is currently working.

Main objectives of the initiative
The themes:
• Indicators of sustainability;
• Consumptions and society:
• School and consumption;
• Critical thinking;
• International commitment

Results and evaluation of the INITIATIVE
A lots of students joined the initiative. Trough an active methodology, the course allowed to share ideas and improve the own life-style
Topics of most interest:
Separate collection;
Emergent waste;
Consumptions in school;
Ecological footprint

It’s also possible to visit the web-site: www.elearning5.unig.it/QuickPlace/sdf_0708_5922
Name of the initiative considered as a good practice
On line university course

Country/organization responsible
Bergamo University
Faculty Educational Studies
P.le Sant’Agostino, 2
24129 Bergamo
Italy
www.unibg.it

Contact person
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Teacher of Environmental Education
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Marcella Messina
Assistant Professor
marcella.messina@unibg.it

Focus of the initiative
“Communication, Environment, Consumption” the on line course offers learning materials, chances of relations among students through on line forum, link for overlooking about sustainable consumption in educational field.

Initiative description
E-learning on line study on Environmental Education B for students of degree in Educational Studies and Psychology. The on line course created in 2007 January is currently working.

Main objectives of the initiative
The themes:
• Communication and advertising: the consequences of these aspects on sustainable consumption;
• Advertising and case studies
• Advice for lower consumptions

Results and evaluation of the initiative
A lots of students joined the initiative. Through an active methodology, the course allowed to share ideas and improve the own life-style.
It’s also possible to visit the web-site: www.elearning5.unig.it/QuickPlace/sdf_0607_25027
Name of the initiative considered as a good practice
Podcast lessons
www.pluriversiradio.it

Country/organization responsible
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Focus of the initiative
Three online lectures about education and sustainable consumption.

Initiative description
Pluriversiradio is an educational podcasting service at University of Bergamo and allows students to download lectures in MP3 format.

Main objectives of the initiative
1) The consumer society. Modern man spends most of his time in malls with two purposes: to shop (shopping for) and walking in that place (shopping around). Try to understand what consequences can have this lifestyle.
2) The socialization consumption in children. What are the factors that can develop skills consumption in children? What influence has the insistence of children on parents? What is the power of parents on children? What is the role of the group in the choices of young people?
3) Children? An investment for advertising. Children can distinguish the most popular brands and signs of recognition. For consumer advertising children are undergoing training. What is the role of the family?
Name of the initiative considered as a good practice
Needs and desires. New perspectives on consumer education

Country/organization responsible
Hedmark University College
Lærerskolealleen 1, 2418 Elverum,
Norway
www.hihm.no

Contact person
international@hihm.no

Focus of the initiative
The focus of this course is to develop knowledge of consumption in the past and present, questions about values and choices of lifestyle, as well as an increased awareness of the commercial pressure people

Initiative description
This course has three basic aims: to increase the student's knowledge of the individual's rights and responsibilities as citizens and as consumers; to acquire practical skills which will help students function as informed, critical and conscientious consumers; and to develop responsible behaviour which encompasses sustainable consumption, active social involvement, ecological responsibility and global solidarity

Main objectives of the initiative
The students will gain knowledge of and an insight into, the consequences of our own attitudes and consumption patterns

Methodology
Lectures and project work
Name of the initiative considered as a good practice
Phd Course on Sustainable Consumption

Country/organization responsible
Centre for development and environment
University of Oslo

Contact person
Harold Wilhite, SUM, University of Oslo
Elizabeth Shove, Department of Sociology, Lancaster University
Marianne Lien, Department of Social Anthropology, University of Oslo
Desmond McNeill, SUM, University of Oslo

Focus of the initiative
The University of Oslo’s Centre for Development and the Environment (SUM) is offering the PhD course: Sustainable consumption: research approaches and interdisciplinary challenges. The course is intended for Ph. D. students in the social sciences and humanities. The course is open to students from every geographical region of the world.

Initiative description
The course will explore theoretical approaches and methodological challenges associated with the study of consumption, as well as taking up the important question of how to facilitate inter-disciplinary research on the subject. Important issues that will be addressed include: Why the apparently inexorable increase in the demand to acquire things (in the North, and more recently in other parts of the world)? How can we better understand the contribution of technology, economic factors, culture and social relations to this phenomenon? And what might their role be in making consumption more sustainable?

Main objectives of the initiative
An important premise is that the emerging policy arena of sustainable consumption is built on oversimplified and reductionist theories of consumption. The well-meaning aim of policy makers and researchers of putting consumption in focus has resulted in its being theoretically severed from production; the premise of this course is that consumption cannot be understood, nor that sustainable consumption has a chance of being realised, without linking consumption and production. Another, related premise of the course is that consumption is a social, not an individual phenomenon, and that a social and cultural perspective is essential to theorising consumption. The four course lecturers, representing anthropology, sociology and economics, will explore these perspectives and seek, with the students, to explore innovative multidisciplinary and even interdisciplinary approaches to sustainable consumption.

Methodology
In preparation for the course, each participant will be asked to submit in advance a brief paper (max. 4 pages) on some aspect of their own research (either completed or planned) that relates to consumption or more specifically sustainable consumption.
Name of the initiative considered as a good practice
Course outline on consumer rights and human rights

Country/organization responsible
The Mahidol University
International College
Bangkok, Thailand
www.mahidol.ac.th

Contact person
Saree Aongsomwang
Director of Foundation for Consumers
dircoppb@mahidol.ac

Focus of the initiative
The Mahidol University in Bangkok has held courses about Consumer Rights and Human Rights as a part of their International Studies. The teacher is Saree Aongsomwang

Main objectives of the initiative
The topics covered have been: Consumerism: A historical approach; The Consumers' rights movement; A Story of Success and Failure; Consumerism & Globalization; Reactions from corporate business; Government policies and legal procedures (Thailand and International); Restriction of laws and bureaucracy; Consumer movement at the community level; Consumers movement among the middle class; Mass media and citizen participation; Media involvement in consumer protection; Social movement for consumer protection on a food security case study.
**Name of the initiative considered as a good practice**
Sustainable consumption and production forecasts and scenarios for a more sustainable society.
Seminar series 2006-2008
http://extra.shu.ac.uk/productlife/COMPLETE%20FLIER%20new%20dates.pdf

**Country/organization responsible**
The seminar series is an ESRC funded collaborative effort between the ESRC Centre for Business Relationships, Accountability, Sustainability and Society (BRASS) at Cardiff University, the Centre for Sustainability Consumption at Sheffield Hallam University, and the School of Business and Economics at Swansea University.

**Contact person**
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Liz Heming (Communications manager) at Brass Center: heminge@cardiff.ac.uk
Jane Probert at the School of Business and Economics, Swansea University: j.probert@swansea.ac.uk

**Focus of the initiative**
The aim of this seminar series is to develop a range of scenarios that will provide policy makers, business, consumers and a wide range of other stakeholders, with ideas about what the future may hold if individually and collectively we choose to follow different approaches to achieving more sustainable consumption and production patterns and behaviour.

**Initiative description**

*Changing The way people think*
This seminar addresses how we can bring societies forward into the future, a future where production and consumption are based on sustainability principles. Few people contest the need to change the way we behave to a more sustainability orientated mode of life, but this is one of the most difficult challenges facing society at the current time. To obtain such change we must consider management, behavioural and cultural factors and the need to engage with individual responsibility to a greater extent. The seminar considers a more sustainability focused society and what steps need to be taken to achieve a different kind of future.

*Changing the way people eat*
Recent food production and consumption issues have gained a lot of attention in the global media and appear to have caught the imagination of both individuals and food production companies. This seminar offers insights into the ways in which more sustainable models of production and consumption behaviour may help to manage the risks identified, and provides some timely warnings about the potential outcomes if unsustainable traditional approaches to the management of the food chain continue.

*Changing the way people move*
Motorised personal mobility has emerged as one of our least sustainable practices. Alternative solutions are introduced but only on a piecemeal basis. The barriers to their introduction are often more within the realms of the social sciences than in engineering. This seminar will focus on the challenges to making motorised personal mobility more sustainable, discuss the need for a more integrated approach to implementation of new solutions and will identify for policy makers and other stakeholders issues, problems and possible solutions to progressing towards a more sustainability oriented mobile society.

*Changing the way people relate*
In the developed world the relationship sector is big business. It reflects changes in the nature of families, and the values of individuals affecting their personal interactions within society as a whole. It includes the use of a wide range of products and services from those aimed at promoting sexual vitality to the provision of web and non-web based services focusing on the facilitation of new relationships. In the less developed world, pressures of poverty and illness and the influences of the developed world often have demands for the products and services found in developed societies. This seminar considers how relationship and family models may further change in the future, what the implications may be for the providers of relationship related products and services, and how these changes may have sustainability related impacts for other products and services in society, such as housing.

**Results and evaluation of the initiative**
In progress
Name of the initiative considered as a good practice
Sustainable Consumption and Happiness

Responsible country/organization
University of Leeds (UK)

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Focus of the initiative
Driving forces and barriers to sustainable consumption

Initiative description
International workshop – University of Leeds, 5-6 March, 2004

Main objectives of the initiative
One of the reasons for promoting sustainable consumption is that it may give rise to greater happiness for a greater number, at least in the long term. In this paper I explore the strength of that moral account. I take stock of the assumed effects of sustainable consumption on happiness and then review the empirical evidence for such effects on the present generation. I also make educated guesses about the consequences for the happiness of generations to come.
Evidence suggests that a shift to sustainable consumption involves a minor reduction in happiness, at least temporarily, but that we can live quite happily with less luxury. Sustainable consumption by the present generation will only add to the happiness of future generations if it prevents major ecological disasters or if the exhaustion of resources will reduce future generations to poverty. Moral justification of sustainable consumption can better appeal to the inherent value of the things it aims to sustain than to human happiness.

Methodology
Discussion

Results and evaluation of the initiative
There is no evidence for ‘unhappy affluence’; the data shows modest positive effects of material wealth. Hence, a shift to sustainable consumption will not result in greater happiness for a greater number in the present generation, but will involve a modest of sacrifice happiness, at least temporarily. Sustainable consumption by the present generation may add to the happiness of following generations if this averts massive poverty and major ecological disaster. Otherwise, no substantive effects are to be expected.
On the other hand there is also good ground to expect that we can live quite happy with less consumption. Thirty years ago the British and the Americans lived equally happily with half the consumption levels and today the Mexicans live quite happily at the same level of consumption.
All in all, the utilitarian case for sustainable development is not very strong; it holds only if one accepts strong assumptions about future disasters. The moral justification of sustainable consumption can better appeal to the inherent value of the things it aims to sustain. In this context an additional argument can be that this will hardly harm human happiness.
Name of the initiative considered as a good practice
Curriculum development for sustainability
www.sustainability.ucsb.edu

Country/organization responsible
University of California,
Santa Barbara (Ucsb)
Santa Barbara CA 93106
www.ucsb.edu

Contact person
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Focus of the initiative
Education Curriculum

Initiative description
The Curriculum Development Project provided a onetime training for a faculty member from each of 10 different departments on how to infuse sustainability into one of their courses. It was a resource to faculty who were interested in the area of sustainability and exploring how it might relate to their field. By engaging one faculty from each of 10 departments, a space for interdisciplinary collaboration was created. Faculty involved also had the opportunity to engage 20 California State University faculty, increasing the degree of cross-system collaboration. Faculty who attended the curriculum development workshop were encouraged to stay throughout the sustainability conference following giving them the opportunity to learn from 5 different workshop sessions on curriculum and research in sustainability as well as 10 other workshop tracks on other areas of sustainability.

Main objectives of the initiative
The workshop approached sustainability from a broad perspective including economics, social justice, biodiversity, and land use as some of many key components to sustainability.

Methodology
Padagogical approaches to integrative learning and sustainability in curriculum, group discussions and presentations by local sustainability experts.
Name of the initiative considered as a good practice
1st African Life Cycle Assessment Symposium

Country/organization responsible
The African Roundtable on Sustainable Consumption and Production (ARSCP)
http://www.arscp.org
African Life Cycle Assessment Network (ALCANET)
http://jp1.estis.net/sites/lca_africa

Contact person
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Focus of the initiative
Towards a Critical Mass for LCA Application in Sustainable Consumption and Production in Africa

Initiative description
Conference, 29 August 2005

Main objectives of the initiative
Policy, context, governmental perspectives and industrial use;
Water and mining issues;
African waste, oils and fuels issues
Perspectives from abroad on the How and Why

Proceedings
Name of the initiative considered as a good practice
Local Communities and Municipalities as Innovators for Sustainable Consumption and Production Patterns

Country/organization responsible
Ecologic Institute for International and European Environmental Policy
Pfalzburger Str. 43-44, D–10717 Berlin, Germany

Contact person
E-Mail: Klasing@ecologic.de

Focus of the initiative
Expert dialogue and conference. Berlin, 16-17 February 2004

Initiative description
Presenting existing projects and initiatives, identifying successful factors as well as obstacles to the progress of Sustainable Consumption and Production.

Main objectives of the initiative
To implement the decision of the Johannesburg 2002 World Summit on Sustainable Development (WSSD) to develop a ten-year framework of programmes to promote sustainable consumption and production patterns at a national level.

Methodology
The conference brought together a wide range of actors and initiatives, providing an overview of existing approaches and necessary action. The objective of the expert dialogue is to prepare the implementation of further steps focusing on specific subjects and groups of actors. This is done by presenting existing projects and initiatives, identifying factors of success as well as obstacles to progress.

Results and evaluation of the initiative
Name of the initiative considered as a good practice
Organisation of a workshop on the environment, ecology and sustainable development

Country/organization responsible
Icae (International Council of Adults Education)
World Assembly 2007

Contact person
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Focus of the initiative
Conference, 19-20 April 2007

Initiative description
In the context of Rio 92 the ICAE had a very important role in relation to Environmental Education when it organised the International Seminar on Environmental Education together with other international, regional and local institutions. This historical seminar had as its highlight the participatory preparation and later the approval by consensus of the Treaty of Environmental Education for Sustainable Societies and Global Responsibility. The ICAE can contribute significantly to the promotion, revision and perfecting of the Treaty through a participatory dialogue with forums and networks such as the World Social Forum, the World Forum on Education, the Earth Charter and, among others, the Charter on Human Responsibilities. As an internationally recognised NGO, ICAE can also act together with international organisations, governments, entrepreneurs, NGOs and social movements to suggest that they assign significant resources to Environmental Education actions as part of a global action for “another possible world”.

Main objectives of the initiative
Recover the historical role of the ICAE in the participatory process of elaboration of the Treaty of Environmental Education for Sustainable Societies and Global Responsibility/Rio 92 and the reality of the Treaty in relation to an inclusive, permanent and continuous Environmental Education. Give visibility to the interconnection between Environmental Education and the several themes chosen by the ICAE as key for its 2007 Assembly. Prepare recommendations for the inclusion of the environmental dimension in the initiatives of inclusive, permanent and continuous education in dialogue with other planetary initiatives and emphasise the need for Learning Communities of Adults and Social Actors that intervene for the improvement of environmental and life quality.

Methodology

Results and evaluation of the initiative
Historical recovery of the ICAE’s contribution in the elaboration of the Treaty of Environmental Education for Sustainable Societies and Global Responsibility. Discussion of the Treaty with the themes and proposals of ICAE 7th World Assembly. Suggestions for strategies of environmental education for ICAE members, partners, friends and related networks and in its contributions in planetary summits (e.g. CONFINTEA) Report www.icae.org.uy/eng/worldassembly07/moemaingl.html


**Name of the initiative considered as a good practice**

The Fifth CCN international conference “Assessing information as consumer citizens” (5-6 may 2008)

**Country/organization responsible**

The Consumer Citizenship Network
The CCN Core Administrative Unit is at Hedmark University College
postal address: Post office box 4010 Bedriftssenteret, 2306 Hamar Norway. The central telephone is 47+624 30000 fax: 47+ 625 17601

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**Focus of the initiative**

The fifth international Consumer Citizenship Network conference will focus on how consumers and citizens deal with the information which they encounter daily and how critical assessment of information can be taught.

At the conference there will be guests and key-note speakers from Europe, Africa, Asia and Latin America. The conference will include the presentation and discussion of relevant research and development work connected to the work issues. An important part of the conference will be to further the process of developing consumer citizenship education.

**Initiative description**

International conference (5-6 may 2008) Tallinn University, Estonia

**Main objectives of the initiative**

The upcoming conference will focus on:

- What information do consumers want and what do they need?
- Which information goods and services improve market transparency?
- What information should scientists, producers, governments, media, teachers, and interest organizations provide to enable consumers to make responsible shopping decisions?
- What is necessary for information to be effectively and reliably transmitted and analyzed?
- To what extent does consumers’ trust in prices and labels as valid indicators of quality encourage or undermine the consumers’ interest and ability to acquire information?
- How can consumer citizenship education deal with the cognitive, emotional, social and economic influences on consumer’s capacity to process information?
- How can consumers break codes and identify hidden messages in commercial information?
Name of the initiative considered as a good practice
Peace Educational Commission

Country/organization responsible
International Peace Research Association
IPRA

Contact person
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Focus of the initiative
Conference Towards sustainable peace and development: www.uwm.edu

MAIN OBJECTIVES OF THE INITIATIVE
IPRA provides a world wide network for peace researchers seeking nonviolent ways to resolve conflict. Ipra members conduct peace research, which has been defined as systematic observation or study of conflict phenomena and peace strategies. Ipra will be able also to provide more specific opportunities for peace educators to share their insights and experiences within several possible areas:
Education for sustainable futures /sustainability/ ESD
Education & Eco-Justice & Peace
Educational movements for sustainable, people-centred development
Greening schools
Education for sustainable consumption
Eco-feminist perspectives on ESD and Peace
Spirituality, faith and education for sustainability
From environmental education to ESD
Promoting Sustainable Peace & Development through Human Rights Education
**Name of the initiative considered as a good practice**
11th European Roundtable on Sustainable Consumption and Production
www.erscp2007.net

**Country/organization responsible**
University of Life Sciences
Basel, Switzerland

**Contact person**
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**Focus of the initiative**
Focus on sustainable consumption

**Initiative description**
Conference, Basel, Switzerland, 20-22 June, 2007
The 11th European Roundtable on Sustainable Consumption and Production erscp is a three day conference at the interface of science, industry, public authorities and politics. At the roundtable, an open and lively dialogue between all stakeholders will be fostered, bridging gaps and supporting further innovations.

**Main objectives of the initiative**
Sustainability and Life Sciences
Ecopreneurship
Sustainable Procurement

**Results and evaluation of the initiative**
Report
7. Web resources
On-line resources are precious in the education towards sustainable consumption because they allow one to explain objectives, announce events, create networks and make documents accessible to everyone. One of the most important aspects is obviously hypertext; this digital format allows site users to navigate using their own individual research path.

Telecommunications allow for the acceleration and geographic expansion of innovation regarding information, initiatives and projects promoting sustainable consumption; for example through mailing lists that facilitate the inter-communication between interested parties and platforms and on-line forums that allow the sharing of project experiences in different situations.

For example, through an on-line platform the initiative “Youth dialogue on consumption, lifestyles and sustainability” allows German, Czech, Slovak, Romanian, Spanish and Macedonian representatives of civil society (schools, local authorities and consumer organizations), to construct a network that develops educational projects on sustainable consumption themes targeted at students of primary and secondary school age, while also providing training for teachers through on-line materials and discussion forum.
Name of the initiative considered as a good practice
Youth dialogue on consumption, lifestyles and sustainability

Country/organization responsible
Federation of German Consumer Organisations (VZBZ) (Germany)
Consumers Defence Association of the Czech Republic (Czech Republic)
Centro Europeo Consumatori Bolzano (Italy)
Forbrukerradet (Norway)
Federacja Konsumentów (Poland)
Romanian Association for Consumer Protection APC (Romania)
Association of Consumer Organisations in Slovakia (Slovakia)
Association of Slovak Consumers (Slovakia)
Escuela Europea de Consumidores (Spain)
Consumer Organisation of Macedonia (The former Yugoslav Republic of Macedonia)

Focus of the initiative
Partnership for the creation of an international communication and information platform on sustainable consumption (SC) for the youth.

Initiative description
The partnership will consist in a platform for capacity building on sustainable consumption for schools, local authorities and consumer organisations. Capacity building will be facilitated through the provision of pedagogical materials as well as a of a space (meetings and an electronic forum) for the exchange of experiences among the youth.

Main objectives of the initiative
Education
Institutional framework for sustainable development
Changing unsustainable patterns of consumption and production

Methodology
The project attaches importance to the language used: the concepts and issues related to sustainable consumption as well as sustainable development will be transmitted using visuals, text, youth icons and concrete examples in order to bring them closer to the day to day reality of young people. The partners believe that to stimulate critical thinking in young consumers one has to talk to them in a language they understand and icons they recognise as their own, and provide critical material and reliable information rather than "already packaged do's and don'ts" and will operate with the following objectives:
The partnership is based on an awareness raising and training web-site www.yomag.net and will operate with the following objectives:
• Provide reliable and integrating information about the concept of sustainable consumption at global level. In particular it will provide a critical insight into the global environmental and social impacts and challenges of the current consumption patterns of affluent societies.
• Offer an online platform for the exchange of ideas, visions and projects to youth from all over the world.
• Provide youth, communicators, teachers and consumer organisations with the tools to efficiently communicate sustainable consumption.
• Allow the youth from all over the world to meet through teacher and student workshops, exchange perspectives and experiences of their different consumption patterns and to envision concrete solutions to the imbalances of goods and resources.
• Establish and link networks of education authorities and other relevant institutions in the field of education and consumer organisations to enable capacity building, awareness raising and mutual understanding of the problems and imbalances linked to current consumption patterns and the solutions to overcome them.
Name of the initiative considered as a good practice
Scotland’s Global Footprint Education Project

Country/organization responsible
Stockholm Environment Institute
Sustainable Development Studies Programme
WWF Scotland
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Perthshire PH15 2DD
t: +44 (0)1887 820449
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Focus of the initiative
This project is targeted at schools that are already part of the Eco-Schools Programme. An interactive Ecological Footprint calculator was designed for children aged between 9 – 14.

Initiative description
The project uses the Ecological Footprint analysis in two local authority areas to help policy-makers and the public understand the global environmental impact of current lifestyles and to see how that impact can be reduced.

Main objectives of the initiative
In three years (2006-2010) the project will:
• Develop software which will enable all Scottish local authorities to use the Footprint technique as an indicator and management tool.
• Use the Footprint to demonstrate performance on Best Value and Community Planning.
• Build capacity within the two local authorities, the Steering Group, and Liaison Group to the project on the Ecological Footprint analysis and application.

Results and evaluation of the initiative
http://www.wwf.org.uk/core/about/scotland/sc_0000000806.asp
Name of the initiative considered as a good practice
Be, Live, Buy Different – Make a Difference

Country/organization responsible
Centre for New American Dream
6930 Carroll Avenue Suite 900
Takoma Park, MD 20912
US

ewndream@newdream.org

Contact person
www.ibuydifferent.org/educators

Focus of the initiative
The Centre for a New American Dream and World Wildlife Fund are working together to teach youth to spend responsibly to protect the environment. To provide opportunities for young people to learn more about the campaign and how to get involved, WWF and the New Dream have created a colourful, interactive Web site at www.ibuydifferent.org

Initiative description
Loaded with info and activities, the Web site gives young people the scoop on how their buying affects the environment and provides opportunities to take action. Youth who register on the campaign Web site, www.ibuydifferent.org, can take four simple consumer actions and save trees, water, and prevent the emission of global warming gasses just by changing some of the stuff they buy. On the site, youth can also download free mp3s, see life cycles of common products, and learn more about teen spending and marketing techniques.

Main objectives of the initiative
Number of youth registered and taking actions on the Buy Different Action Centre at http://www.ibuydifferent.org/takeaction/action_center.asp; Use of curriculum in classrooms and at youth centres; Participation in pilot communities.
About UNEP

UNEP is the voice for the environment within the United Nations system.

UNEP’s mission is to provide leadership and encourage partnership in caring for the environment by inspiring, informing, and enabling nations and peoples to improve their quality of life without compromising that of future generations.

UNEP is an advocate, educator, catalyst and facilitator, promoting the wise use of the planet’s natural assets for sustainable development.

UNEP works with many partners: United Nations entities, international organizations, national governments, non-governmental organizations, business, industry, the media and civil society.

What UNEP does:
- Assessing global, regional and national environmental conditions and trends
- Developing international agreements and national environment instruments
- Strengthening institutions for the wise management of the environment
- Integrating economic development and environmental protection
- Facilitating the transfer of knowledge and technology for sustainable development
- Encouraging new partnerships and mind-sets within civil society and the private sector

About UNEP DTIE

The UNEP Division of Technology, Industry and Economics (DTIE) helps governments, local authorities and decision-makers in business and industry to develop and implement policies and practices focusing on sustainable development.

The Division works to promote:
- Sustainable consumption and production,
- The efficient use of renewable energy,
- Adequate management of chemicals,
- The integration of environmental costs in development policies.

UNEP DTIE activities focus on raising awareness, improving the transfer of knowledge and information, fostering technological cooperation and partnerships, and implementing international conventions and agreements.

About the Marrakech Process on Sustainable Consumption and Production

The Marrakech Process is a global multi-stakeholder process to promote sustainable consumption and production (SCP) and to elaborate a 10-Year Framework of Programmes, which is meant to be of SCP.

UNEP and UNDESA are the leading agencies of this global process, with an active participation of national governments, development agencies, private sector, civil society and other stakeholders. The Marrakech Process has developed various mechanisms for consultation and implementation of projects, initiatives and strategies on SCP, which include international and regional expert meetings, seven task forces focusing on specific issues of SCP, development cooperation dialogue, Business and Industry Forum as well as NGO Forum.

About the Marrakech Task Force on Education for Sustainable Consumption

The Marrakech Task Force on Education for Sustainable Consumption, led by the Italian Ministry for the Environment, Land and Sea, was launched in 2006 during the 14th Session of the United Nations Commission on Sustainable Development (CSD14 - New York, May 2006). The Task Force focuses on introducing sustainable consumption and production issues into formal curricula through the identification of formal education tools and strategies, the identification of competences and skills at all levels (education, training process, decision making), and by encouraging measures to ensure the effectiveness of national/regional policies. The Task Force’s approach to Education for Sustainable Consumption is also developed with regards to life-long learning processes, and fully considers the role of corporate, social and environmental responsibility.