



Ministry for the Environment and Territory of Italy  
DG Development and Environmental Research

## **Marrakech Task Force**

### ***Education for Sustainable Consumption***

#### Overview

Under the umbrella of the broad concept of **Education for All** as a **life-long learning process** and considering the role of education as a **key instrument** to achieve sustainable development, Italy set up an international task force on education for sustainable consumption in order to ensure ongoing contribution to the Marrakech process and to foster progress and support to the ten years framework of programmes for sustainable consumption and production. **Education** represents the **tool to empower individuals**, and also societies, providing them with the appropriate skills and competences which will allow people to be active, aware and informed key actors of the process leading towards more sustainable consumption behaviours and production patterns.

#### Objective

The objective of the task force is to achieve progress in **introducing sustainable consumption and production issues** in particular **into formal curricula** without omitting to make the link to non-formal and informal education<sup>1</sup> actions and activities which are strongly interrelated with formal education, with the aim of supporting the Marrakech process through initiatives, activities and pilot projects in this sector at regional and national level.

#### Thematic Scope

The task force will focus on the **added value of formal education tools and strategies, accompanying measures** to ensure the effectiveness of sectoral policies and as essential means of implementation aimed at easing the shift towards more sustainable patterns of consumption and production. The task force, through the definition of a clear picture of the lessons learnt and examples of good practices, will provide the appropriate background to identify and build future activities and initiatives in the field of formal education. The focus will also be on the thematic clusters of the next sessions of the Commission on Sustainable Development as they provide relevant issues on which to test and demonstrate the effectiveness of such tools.

The general aim is to generate a shift in individual mindsets by creating a strong, constructive and substantial environmental social and economic awareness focused on the concept of sustainability.

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<sup>1</sup> Formal learning takes place in education and training institutions, leading to recognized diplomas and qualifications. Non-formal learning takes place outside and sometimes parallel to mainstream systems of education and training, and does not typically lead to formal certificates. Non-formal learning may be provided at the workplace and through the activities of civil society, organizations and groups (such as youth organizations, trade unions and political parties). It can also be provided through organizations or services that have been set up to complement formal systems (such as arts, music and sport classes or private tutoring to prepare for examinations). Informal learning is a natural accompaniment to everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning, and as such may not even be recognized by the individuals themselves as contributing to their knowledge and skills. – UNECE CEP/AC.13/2004/8/Add.2.

## Geographical scope

A special focus of the TF will be on the Mediterranean region. The Mediterranean region is characterised by an interrelated historical past on which common cultural structures were built, based on dialogue and exchanges, representing an enormous richness to share, to protect and to put on value for a social, economic and environmental development, which respects our generation and the future ones. Italy is actively involved in the Mediterranean region promoting cooperation and partnership programmes, contributing to the drafting of the Mediterranean Strategy for Sustainable Development and supporting other bilateral and multilateral initiatives and activities in the field of education. Taking all this into consideration, we believe that the regional richness of the Mediterranean area will bring an added value to the work of this international task force.

## Methodology, Linkages with other Task Forces and Approach

The Italian Task Force will build its work on the **integration of** the ongoing international, regional and national **SD processes** and **ESD processes**, considering the framework of the UN Decade on Education for Sustainable Development and on the regional contributions to the DESD, such as UN ECE Strategy for ESD with the Marrakech process.

The task force will work on identifying and **creating** useful **synergies** among international and regional initiatives in order to strengthen the process. To ensure **mutual supportiveness**, a strong cooperation **among different task forces** in particular between the **Swedish** and the **Italian MTFs**, which **are complementary in the field of education**, will be a prerequisite for the achievement of tangible outcomes. To this extent a continuous dialogue and a mid term workshop involving both task forces will represent an opportunity to reinforce the vision of working together.

The **interregional approach**, as a key aspect of methodology, will tend towards a **global dimension** deriving from the sharing of good experiences. This will represent an original added value to the work of the task force. Building on different regional experiences and identifying contexts, in addition to the Mediterranean area, which share common needs and objectives, this Task Force will aim at enhancing the development of initiatives and activities which will represent steps forward towards sustainable consumption and production.

The work will draw on the **role of individuals** and on the need to develop and strengthen their **critical capacity** to make choices in favour of sustainable development, promoting cooperation among countries aimed at exchanging practices and developing new projects, on the basis of the research-action methodology.

## Role

This international Task Force on Education for Sustainable Consumption will represent a meeting point assembling groups of experts from different areas of the world focusing on education for sustainable consumption especially, but not exclusively, in the formal education sector. The role of the task force is to foster, facilitate and support the participation of relevant stakeholders in the Marrakech process to work on the selected area bringing together good practices, proposals and results on the ongoing work at national, regional and international level. Finally, the task force will have the function of encouraging and developing tangible outcomes to feed into the Marrakech process as substantial contributions to the development of a ten year framework of programmes.

The Italian task force will be useful to **provide a bridge** between the Marrakech process and the UN DESD by focusing the education debates on Sustainable Consumption issues.

The ambition of the task force is to engage **institutional authorities** and relevant stakeholders in finding the formal way and making decisions to enhance the introduction of SC into national curricula also by expanding its reach to “non Marrakech” circles (environmental education, UN

DESD national commissions, ministries of industry and the programmes on technical education etc.) and to introduce education for sustainable consumption, as a mean of implementation, into sectoral strategies.

## Areas of Action

The task force will study, among others, the following initial areas of action to share experiences, build capacities, promote cooperation and partnerships and identify future practices:

- **policy, regulatory and operational frameworks:** support the introduction of education for sustainable consumption into formal curricula and into thematic policy interventions (as for example energy, transport, biodiversity, etc.)
- **Education for All:** create competencies and skills on sustainable consumption at all levels within the sector of decision-making, education and training processes and capacity building on planning educational actions on the specific thematic issues.

The task force will initially select, collect and analyse ongoing initiatives at national, regional and international level in order to draw the overall picture of activities in this field. The initial phase will then be followed by the identification of future practices, as steps forward in the Marrakech process, through the collection of lessons learnt and the analysis of differentiated needs and priorities. The task force will support, develop and monitor the projects through the contribution of the experts, encouraging also the need to create appropriate synergies among processes aimed at promoting sustainable development.

## Participating Countries and Organisations

Other than Italy and UNEP, the task force aims at involving countries from different geographical areas in order to ensure an appropriate regional balance according to the useful experiences of the Mediterranean countries.

Ministries of Environment and other Ministries, above all Ministries of Education and Ministries of Industry, will be welcome to work together and to join the task force which aims at involving subjects at an institutional level to better influence the process at all levels.

Considering education for sustainable consumption as a broad issue involving different social subjects, with the perspective of a life-long learning process and considering the importance of social and environmental responsibility, it is also a priority to involve the private sector in the process.

## Outcomes

The overall aim of the task force work is to carry out substantial and profitable initiatives in the field of education for sustainable consumption built also on the thematic clusters of the Commission on Sustainable Development.

- Collection of good practices on education for sustainable consumption;
- Vision on future practices;
- Guidelines to integrate different processes, to include SC in formal education curricula at all levels, to share research-action methodology on projecting educational initiatives;
- Promote projects and activities on education for sustainable consumption focused on the specific thematic clusters of the CSD and referred to the Mediterranean and other regional areas;
- Provide a list of indicators and criteria for quality assessment, evaluation and monitoring initiatives.

## Role of Participating Countries and Organisations

The role of participating countries and international organisations is to provide contributions on good practices, ongoing initiatives at national level and, on the basis of the recognition of best practices, to analyse national frameworks and gaps in which to introduce SCP into formal curricula, identify needs and perspectives for future steps forward which must take into consideration regional and international initiatives in the field of education creating appropriate synergies in order to ensure the effectiveness of such activities.

Furthermore countries and international organisations will be invited to disseminate information and competencies built through their participation to the task force at a regional and national level representing focal points and promoters of initiatives on education for sustainable consumption.

Finally, participants, according to their geographical area, will assess, monitor and evaluate projects, activities and future practices and identify and collect at the national and regional level “success stories” on the adoption of SC principles in formal curricula and in other strategic sectors so as to present initial steps forward at the Marrakech + 4 meeting in Stockholm in 2007.

### Contacts

*Mr Andrea Innamorati*

[innamorati.andrea@minambiente.it](mailto:innamorati.andrea@minambiente.it)

*Tel +39 06 57228248 Mob +39 3464971060*

*Ms Monica Giansanti*

[monica.giansanti@tfambiente.it](mailto:monica.giansanti@tfambiente.it)

*Tel +39 06 57228226*

*Ms Antonella Arduini*

[arduini.antonella@minambiente.it](mailto:arduini.antonella@minambiente.it)

*tel. +39 06 57228261*