SPARE Side-Event
10 -12 October, 2007, Belgrade
6th Conference of Environmental Ministers of UNECE region “Environment for Europe”
• Direction of attention toward new sustainable life style.

• Innovation methods in school education process.

• Real contribution to lower CO2 emission and energy saving.
OBJECTIVE: CONTRIBUTE TO DEVELOPMENT OF SUSTAINABLE ENERGY ON LOCAL LEVEL

Activities:
- Education (learn, do, tell).
- Small low cost EE and RE projects.

Implementation by:
Local NGOs, by support from Norges Naturvernforbund/Ministry of Foreign Affairs, Norway
TARGET GROUP:

School (pupils&teachers) ↔ parents ↔ local society
CHALLENGES:

- Lack of priority and space for ESD in school systems.
- Lack of knowledge and methodology on all levels in educational system.
- Poor building quality, and absence of reliable energy supply.
- Lack of financial means, but even low cost measures are not implemented.

Emissions of CO$_2$, deforestation, disappearance of biodiversity. Schools are closed wintertime/very cold indoor climate at schools and in private homes.
ACTIVITIES ON EDUCATION:

- Training of teachers.

- Materials translated and adapted to national languages and conditions.

- School lessons and practical tasks for EE and RE.

- Annual competition.

- Cooperation with relevant stakeholders.

- Building NGO competence.
ACTIVITIES ON PRACTICAL ENERGY PROJECTS:

- Low cost, small scale local solutions
- Mostly initiated as result of SPARE activity at school, ideas are picked up by local society

Examples:
- Monitoring and user awareness
- Low cost restoration of windows
- Solar energy for water heating
- Insulation of buildings
RESULTS - OUTCOME:

• Long term impact from education/ awareness building on sustainable energy.
• Contribute to energy saving at schools and at home.
• Reduced growth in CO$_2$ emissions.
• Improved comfort, better indoor climate.
• Save vulnerable natural resources.
• Entrepreneurship in local societies.
• Well developed multi stakeholder cooperation.
LESSONS LEARNED:

- School is very good instrument for dissemination of information.
- Teachers’ competence on environmental problems linked to energy and climate is poor.
- Local societies in districts are very interested and receptive to small scale and local solutions.
- Authorities are focusing on big scale solutions, (which poor people in the regions often do not see the results of).
FOR THE FUTURE:

- Use school for dissemination of information to local societies.
- Improved competence and training of teachers needed for good results in education for ESD.
- Multistakeholder cooperation on simple EE and RE measures.
- National priority on small scale solutions, not only big energy projects.
Thank you!

www.spareworld.org