



GUIDELINES ON EDUCATION POLICY FOR SUSTAINABLE BUILT ENVIRONMENTS

UNITED NATIONS ENVIRONMENT PROGRAMME



**Sustainable Buildings
and Climate Initiative**
Promoting Policies and Practices for Sustainability



BUILT ENVIRONMENT

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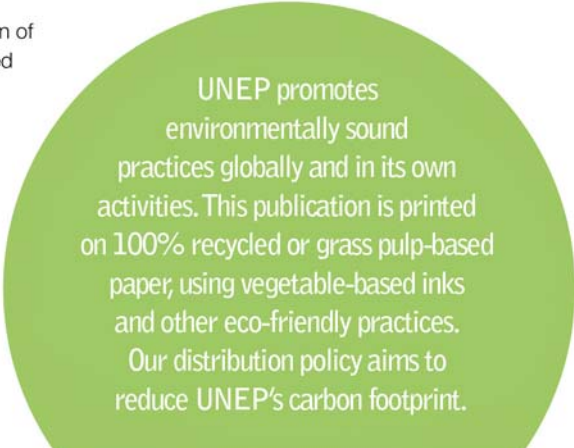
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ISBN: 978-92-807-3095-1



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This publication has been produced as part of the Emerging Issues Initiative of the AIT-UNEP RRC.AP and funded by the Netherlands Minister for Development Cooperation, through the Urban Environmental Cluster of UNEP and the UNEP Regional Office for Asia and the Pacific.

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TERMS OF REFERENCE

- Research current policies, knowledge and practices on education for sustainable built environments
- Develop education policy for different built environment stakeholder groups
- Provide exemplars of education for sustainable built environments in formal, informal and professional education.

INTRODUCTION

More people are moving to and living in cities than ever before. In many regions, demand on existing urban infrastructure, supporting eco-systems and for new building has never been greater. At the same time climate change is creating new vulnerabilities for urban populations that must be addressed. Globally the building sector is responsible for up to 40% of our energy and resource consumption, up to 30% of our solid waste production and up to 30% of all energy-related greenhouse gas emissions. It is clear that such impacts are unsustainable. So how do we learn to build and operate our cities, towns, villages and buildings so that impacts such as these are not only avoided, but so that our built environments repair, replenish and sustain?

These issues highlight the urgent need for education that supports eco-settlement and sustainable building. Sustainability education for the building sector is fundamental to the creation of sustainable urban and rural settlements. *Guidelines on Education Policy for Sustainable Built Environments* has been commissioned by the United Nations Environment Program (UNEP) to contribute to capacity building and policy making during the UNESCO Decade of Education for Sustainable Development.

This guideline provides a framework of:

- Key sustainability education principles;
- Sustainable design values and precepts;
- Generic teaching and learning strategies for targeted stakeholder groups;
- Appropriate pedagogies;
- Best practice teaching/ learning programs; and
- Case studies of exemplary curricula.

The framework presents a synthesis of sustainability education and aims for key stakeholders in the built environment (Figure One). The outcome of this synthesis is a suite of learning aims, strategies and case-study curricula that can empower people to transform cities, towns and villages into eco-settlements. The framework also guides and informs the development of new educational policies that promote the capacity building for sustainable buildings and construction (SBC).



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