

Proceedings the National Roundtable Discussion:

**ADVANCING EDUCATION
FOR SUSTAINABLE CONSUMPTION &
SUSTAINABLE LIFESTYLE PRACTICES IN CHINA**

25-26 October, 2014

Beijing, China



Workshop Co-Organised by:

THE INSTITUTE FOR GLOBAL ENVIRONMENTAL STRATEGIES

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BEIJING NORMAL UNIVERSITY**

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Acknowledgements

IGES is grateful for the continued cooperation with the Environmental Education Center at Beijing Normal University. This is the fifth year that these organizations have collaborated to host workshops on education for sustainable development and sustainable consumption, and it is due to this productive partnership that these workshops continue to be a success in producing valuable findings and recommendations.

We would also like to express our appreciation for the contributions of Dr. Jiang Nanjing of UNEP and Mr. Danilo Padilla of UNESCO the support of these organizations.

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Background of IGES-BNU Workshop on: Advancing Education for Sustainable Consumption and Sustainable Lifestyle practices in China

Workshop Background

The importance and prioritisation of sustainable consumption and production (SCP) has grown steadily both globally and in the Asia-Pacific region specifically, especially since the original calls for “Changing Consumption Patterns” in *Agenda 21* were renewed at the World Summit on Sustainable Development in 2002 when SCP was acknowledged as one of the three overarching priorities for realising sustainable development. Several important international initiatives on SCP have had direct impacts in the Asia-Pacific region, including the Marrakech process to develop the 10-Year Framework of Programmes (10YFP) on SCP, the EU-funded SWITCH-Asia programme, and regional efforts for green market promotion. In November 2014 at the UNESCO Global Conference on Education for Sustainable Development (ESD), two important educational initiatives will be launched, the Global Action Programme on ESD and the Sustainable Lifestyle and Education programme under the 10YFP on SCP.

The realisation of both SCP, especially the consumption side, and ESD with the objective of reforming education, “to be a vehicle of knowledge, thought patterns and values needed to build a sustainable world” (UNESCO, 2006: 5) depend on average people taking action in their daily lives. However, earlier attempts to promote environmentally responsible behaviours have been narrowly guided by the belief that awareness raising on the importance of the environment alone would be enough to drive substantial behaviour shifts. Traditional behaviour change theories and discussions on increasing pro-environmental behaviour assumed that more environmental awareness would lead to an increase in pro-environmental attitudes and subsequently on to an increase in pro-environmental behaviour. Many recent studies demonstrate the inherent inconsistencies between theory and real-world practice. This has led to the identification of the attitude-behaviour or value-action gap.

In light of the value-action gap and the limits of awareness raising and education alone to drive the desired types of changes in behaviours to realise sustainable lifestyles, there remains a lack of systems to strategically coordinate the application of educational and capacity building mechanisms in line with wider infrastructure changes that are being implemented to promote sustainable consumption practices. Education for sustainable consumption can support active and communicative learning that aims to integrate science and values into a socially responsible worldview that uniquely places the learner at the center of a dynamic system that they are able to influence (rather than observing from an outside perspective) in order to critically reflect on and deconstruct traditional and modern patterns of behaviour. Translating education on or about sustainability into real world practices for sustainable lifestyle transformations remains an important and urgent challenge.

Thus, this workshop aims to examine the wider needs and challenges for sustainable consumption and lifestyle practices, while also considering how education and learning can be harnessed as important mechanisms in supporting behavioural and lifestyle transitions towards sustainability. In the diverse and dynamic contexts of China, these objectives find a valuable testing ground for innovative and dynamic approaches. To this end, this workshop will aim at identifying pathways and opportunities for advancing education for sustainable consumption and sustainable lifestyle practices within China and to strategically consider how such efforts may be taken forward in the short to medium future.



Objectives

- To review the current status of policies and practices on Education for Sustainable Consumption in China, as well as considering international trends in this area;
- To review the emerging trends in Sustainable Lifestyle practices, as well as governmental mechanisms for promoting these transitions, in China;
- To consider the needs, challenges and barriers in advancing sustainable consumption and sustainable lifestyle practices in China;
- To examine how education and learning serve as powerful mechanisms in influencing transitions towards sustainable consumption and sustainable lifestyle practices in China;
- To identify opportunities and strategies for advancing Education for Sustainable Consumption and Sustainable Lifestyle practices in China, as well as strengthening links to relevant international programmes.

Target Audience

- Governmental Officers from Ministries of Environmental Protection and of Education;
- Education Practitioners, Teacher Trainers and Curriculum Developers;
- Local, Community Practitioners and Civil Society Organisation/Non-Governmental Organisations;
- Academics and Education Experts on ESD, ESC and SLE;
- Members of international organisations working on ESC and SLE related programmes.

Major Topics to be addressed

- International activities related to ESD, ESC and SLE;
- Current status of policy and practice on ESC and SLE in China;
- Education and learning as important vehicles of change in promoting sustainable practices and behaviours;
- Relation between formal/non-formal education and ESC/SLE;
- Opportunities for advancing ESC and SLE approaches and effectiveness;
- Engendering engaged practice of sustainable consumption and lifestyles.

Date

- 25th – 26th October 2014

Location & Venue

- Beijing Normal University, China

Key Message of Workshop on **Advancing Education for Sustainable Consumption** **& Sustainable Lifestyles Practices in China**

26-26 October 2014, Beijing, China

In late October 2014, over thirty participants met for a two day workshop on Advancing Education for Sustainable Consumption (ESC) and Sustainable Lifestyles Practices in China. The workshop was organised in cooperation between the Institute for Global Environmental Strategies (IGES) in Japan and the Environmental Education Center at Beijing Normal University (EEC-BNU). The participants included relevant government officers, practitioners and civil society members, and experts in ESC/SL from research universities and international organisations including UNESCO and UNEP. The workshop allowed the opportunity to investigate the current status of policies and practices on ESC as well as emerging trends in Sustainable Lifestyle practices in China. Opportunities and strategies for advancing education for sustainable consumption and sustainable lifestyles were elaborated, and it was discussed how initiatives in China may strengthen links to relevant international programmes.

The participants placed strong emphasis on education and learning as powerful mechanisms for influencing transitions towards sustainable consumption and sustainable lifestyle practices. The Global Action Programme on Education for Sustainable Development (the follow up to the UN Decade of ESD) and the Sustainable Lifestyle and Education programme under the 10-Year Framework of Programmes on Sustainable Consumption and Production (10YFP on SCP) were highlighted as the two most important international programmes to align ESC and ESL initiatives with, but participants also highlighted the significant role education will play in helping to achieve the Sustainable Development Goals (SDGs) and the post-2015 development agenda. Furthermore, ESC and ESL were recognised as important complements to the larger framing concept of ESD because of their nature of relating sustainability concepts to real-world, daily life practices through hands-on, experiential education.

International experts shared a comparison of ESC practices from across East Asia, and the UNEP pilot project to develop National ESC Guidelines for Indonesia was noted as an especially important milestone in the region. While a number of presentations by Chinese experts shared the country's experiences in ESC across formal education, higher education, teacher training, non-formal and community-based education, as well as government policy. Numerous good practices already existing in the country were identified, thus reflected that one of the most urgent challenges is the scaling up and widespread replication of these initiatives. An additional important area of consideration was how the interdisciplinary topics of sustainability can be addressed across the disciplinary structure of current education systems, and although this was a difficult topic there was some positive reflections that there may be opportunities to work towards "matrix institutions" where schools remain structured around disciplinary departments and required subject-based competencies, but where the teaching of sustainability topics and themes are run as cross-cutting lessons across the various disciplines.

Three working groups discussed how Education for Sustainable Lifestyles could be advanced individually in formal education (i.e. primary and secondary schools), in higher education (especially for teacher training), and in non-formal/community based education. In each case, these groups discussed holistic and integrated approaches to ESL. Through their impressive efforts, each group designed a pilot project proposal on how ESL could be strengthened and mainstreamed in their respective sector (*project proposal are included on the subsequent pages*)

**PROJECT PROPOSAL FOR ADVANCING
EDUCATION FOR SUSTAINABLE LIFESTYLES IN FORMAL EDUCATION**

Project Title: *Misplaced Waste*

Project Goal: To translate sustainable consumption values into resource conservation lifestyles

Objectives:

- See clearly the relationship between waste separation and resource savings
- How to purchase responsibly
- Knowledge acquisition and skill development
 - Waste separation methods
 - Critical thinking
 - Management skills
 - Writing skills
 - Analytical research skills
 - Cooperation and communication skills
- Become a responsible citizen

Target Actors:

- Junior and senior middle school students
- Teachers and area specialists

Target Beneficiaries/Learners:

- Students
- Teachers
- Families/parents
- Local community (other schools)
- Government

Project Action Plan

Main Action Steps:

1. Lecture about waste, resources, consumption and lifestyles
2. Organize students into groups by interest areas
3. Do a waste audit on the sourcing, use, consumption of waste
4. Students decide their research themes
5. Students discuss among themselves
6. Decide what action to take
7. Make a final report to the both the school, community, and government

Main Education/Learning Approaches:

- Experiential learning
- Cross curriculum/interdisciplinary approaches
- ICT (garbage map)

Achievement Targets:

- Change students, school and community's consumption behavior
- Provide school with a waste separation system
- Take that system and disseminate/spread to other schools and influence community/government's waste separation practices

**PROJECT PROPOSAL FOR ADVANCING
EDUCATION FOR SUSTAINABLE LIFESTYLES IN HIGHER EDUCATION FOR TEACHER TRAINING**

Project Title: *Achieving Education for Sustainable Lifestyles through creating a Harmonious Campus: Inspiring Future Teachers to change their society*

Project Goal: To Create a Sustainable Learning Environment for strengthening holistic approaches to ESC and ESL at Teacher Education Institutions (TEIs)

Objectives:

- Develop a harmonious campus through sound environmental management
- Integration of interdisciplinary approaches to ESD/ESC/ESL
- Strengthen capacities of University actors (i.e. Administration, Faculty, Facilities Management, and Student) to be engaged actors
- Establish practical learning opportunities, events, and activities for promoting Harmonious Campus for Sustainable Lifestyles concept

Target Actors:

- University Administration
- Professors/Faculty
- Student Clubs
- Facilities Staff
 - Supporting Actors: Technical Support and Training from outside experts;
 - Celebrities, Role Models, Media, and University Festivals -> to raise publicity of the programme

Target Beneficiaries/Learners:

- *Target Learners:* All actors involved are also learners!
- *Project Beneficiaries:* Affiliated Schools of Normal Universities, Local Community, and the whole University (through resource and cost saving)

Project Action Plan

Main Action Steps:

- **Main Action Steps for Harmonious Campus:**
 - Sustainable and Environmental Management of Campus
 - Introduction of EMS and Policies on Energy Use, Resource Use, and Sustainable Consumption Practices
 - Creation of Practical Learning Opportunities – related to energy use, resource use, waste management, food production, etc.
- **Main Action Steps for ESC/ESL teaching:**
 - Training Professors and University Administration in ESC/ESL concepts
 - Developing new courses, classes, teaching/learning materials
 - Launching new majors and programmes
 - Cross-Departmental cooperation in interdisciplinary teaching
- **Main Action Steps for Publicity and Promotion:**
 - Student competitions for sustainability best practices
 - Workshops, seminars, events on ESC and ESL topics/themes
 - University festivals and Media activities to promote concept
 - Engagement with local community

Main Education/Learning Approaches:

- Experiential Learning and Practice-based Learning
- Project learning and Problem solving
- Social Learning, Cooperative Inquiry, and Community of Practice
- Interdisciplinary and Whole Systems perspectives

Achievement Targets:

- Quantity of new courses, classes and materials for ESC/ESL
- Number of student teachers graduating with strong knowledge of ESC/ESL knowledge and teaching approaches
- Built environment indicators for resource use, energy consumption, material consumption and waste management
- Number of public events and number of people attending

**PROJECT PROPOSAL FOR ADVANCING
EDUCATION FOR SUSTAINABLE LIFESTYLES IN NON-FORMAL & COMMUNITY-BASED EDUCATION**

Project Title: *Stop wasting our lifestyles*

Project Goal: Improve lifestyles by reducing waste

Objectives:

- Utilize a community learning center to engage various stakeholders that includes families, businesses, government, UN, etc.
- To build public awareness with celebrities like Li Bingbing, Hai Qing, Yao Ming, etc., and media

Target Beneficiaries/Learners:

- Start with community & families (individual) – bottom-up approach to then move up to engage government
- Environmental education – targeting youth

Project Action Plan

Main Action Steps:

- Need leading NGO to cooperate with local government and businesses
 - Need to talk to local government to get their buy-in first
 - Do a needs assessment research
 - Start with incinerator factories in Beijing, Shanghai, Guangzhou, Chongqing, Chengdu (model communities)
 - Use this as a signature project to make the NGO to more effective & increase their (like creating a social consultant committees/platform to create multi-stakeholder – key consumption issues)
- ❖ Training center activities: education & training
 - Environmental education targeting kids (for example in shopping malls)
 - Workshops for community residents, waste collectors, official managers of waste treatment facilities
- ❖ Identify effective multi-stakeholder solutions that includes incentives, positive engagement, shared community pressure
 - Model families
 - Model communities
 - Policy advocacy
 - Businesses



WORKSHOP AGENDA



Advancing Education for Sustainable Consumption & Sustainable Lifestyle Practices in China

National Roundtable Discussion

25-26 October 2014
Beijing Normal University, China

Day 1 – Saturday, 25 October 2014			
9:00 – 9:30	Registration for Workshop		
Opening Session	Chair: Dr. Eric Zusman, IGES		
9:30 – 10:15	Welcome Remarks by Chair		5 min.
	Key Remarks	BNU Vice Dean, Dr. Zhang Jingbin	10 min.
	UNEP on SCP & SLE	UNEP Beijing Dr. Jiang Nanqing	15 min.
	UNESCO on GAP & ESD	UNESCO Bangkok Mr. Danilo Padilla	15 min.
10:15 – 10:30	Introduction of Participants		
10:30 – 10:50	Group Photo & Coffee Break		
Session 1	International Perspective on ESC & SL Chair: Dr. Eun-kyung Park, Korean UNESCO National Committee		
10:50 – 12:15	Chair Greetings		10 min.
	Indonesian National Guidelines on ESC & SL	YPB Ms. Darwina Widjajanti	20 min.
	IGES Overview for the Asia-Pacific Region on ESC	IGES Dr. So-Young Lee	20 min.
	Japanese ESC Case	Tokyo City University, Dr. Masahisa Sato	20 min.
	Q & A		15 min.
12:30 – 13:30	Lunch		

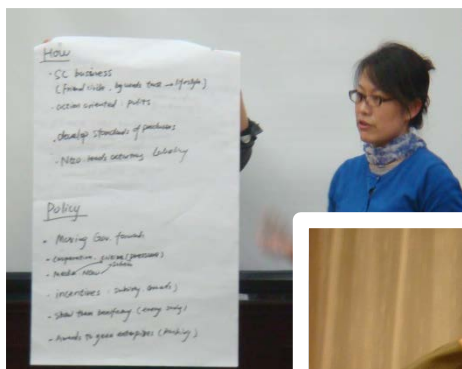
Session 2	Chinese Policy and Practice on ESC & SL Chair: Mr. Danilo Padilla, UNESCO Bangkok		
13:45 – 15:05	Chinese ESC case	Beijing Normal University Dr. Tian Qing	20 min.
	Government Practice on ESC & SLE	Ministry of Environmental Protection Dr. Yang Ke	20 min.
	Local & Community-based Practices for Sustainable Lifestyles	Shangrila Institute for Sustainable Communities Mr. Xie Peihong	20 min.
	Q & A		20 min.
15:55 – 16:10	Coffee Break		
Session 3	Group Activity for Identifying Key Issues & Priorities		
16:10 – 18:00	Framework for Group Deliberation (Capacity Needs Assessment)	IGES Dr. Robert Didham	10 min.
	Group Discussions		50 min.
	Group Findings		20 min.
	Open Discussion and Day 1 Wrap-up		30 min.
19:00 – 21:00	Welcome Dinner		

Day 2 – Sunday, 26 October 2014

Session 4	Group Activity: Creating an ESC/ESL Pilot Project		
9:00 – 10:40	Recap from Day 1	IGES Dr. Robert Didham	10 min.
	Framework for Group Deliberation		5 min.
	Group Discussions		75 min.
	Wrap Up & Finalise Presentation		10 min.
10:40 – 11:00	Coffee Break		
Session 5	Conclusive Session: Future Efforts on ESC/SL		
	Chair: Dr. Eric Zusman, IGES		
11:00 – 13:00	Group Presentation of 3 Pilot Projects (<i>10 minutes per group</i>)		30 min.
	<p><u>Panel Discussion</u> Responding to Pilot Project Proposals & How to mainstream ESC/SL in practice? (possibility of preparing Chinese national Guidelines for ESC/SL through the testing and development of the pilot projects)</p> <p><u>Panel Participants</u></p> <ol style="list-style-type: none"> 1. Dr. Nanqing Jiang, UNEP-Beijing 2. Ms. Li Ming, China Ministry of Education 3. Dr. Yang ke, CEEC Ministry of Environmental Protection 4. Mr. Liu Shangwen, Tian Di Ren He, Guangzhou City 5. Prof. Qiao Jinzhong, Principle, Affiliate School of BNU in Mentougou District 6. Prof. Ding Daoyong, Beijing Normal University 7. Prof. Zhang Qi, East China Normal University 		50 min.
	Final Discussion and Closing Remarks		40 min.
13:00 – 14:30	Lunch and Closing Reception		







OPENING REMARKS BY DR.ZHANG JINGBIN,
Vice Dean, Faculty of Education, Beijing Normal University

“推进中国可持续消费教育和可持续生活方式，国家圆桌会议”

开幕式致辞

张京彬 博士
北京师范大学教育学部副部长

尊敬的各位来宾，早上好！

值此“推进中国可持续消费教育和可持续生活方式，国家圆桌会议”，我代表北京师范大学教育学部祝贺这次研讨会顺利召开！

当前，消费问题已经是一个影响全球社会可持续发展进程的重大问题，追求社会绿色发展的可持续消费正在世界范围内兴起并迅速发展和普及。自 1992 年联合国里约会议《21 世纪议程》提出该问题以来，2002 年，在约翰内斯堡召开的联合国可持续发展峰会做出的主要承诺中，最重要的就是改变世界不可持续的消费和生产方式，2002 年峰会之后，联合国环境规划署和联合国经济与社会事务部也建立了可持续生产与消费十年发展进程的框架——马拉喀什十年进程。随着 2012 年里约联合国世界首脑峰会形成绿色发展的全球共识后，可持续消费成为全球关注、聚焦的重点、焦点和热点。

中国用短短 30 年时间走完了发达国家历经 300 年完成的工业化过程，目前处于工业化高速发展后向绿色发展转型的社会发展阶段初期。对于中国这样一个人口基数巨大的高速发展的国家而言，随着城市化规模的进一步扩大和现代生活方式的普及，过度消费等消费主义问题正逐步突显出来，成为造成中国各级各类环境问题演变升级和形成社会不可持续发展问题的基本驱动力和根本原因。我国政府高度重视可持续发展的生态文明建设、可持续生产的循环经济和可持续消费问题，2005 年国务院提出：“在消费环节，要大力倡导环境友好的消费方式”，2007 年党的“十七大”明确提出中国建设小康社会的奋斗目标之一是建设生态文明，形成新的经济发展方式和新的消费模式，2012 年党的“十八大”更是直接将生态文明确定为国家五位一体的社会发展支柱，指出要“着力推进绿色发展、循环发展、低碳发展，形成节约资源和保护环境的生产方式、生活方式”，“推动消费革命”，“促进生产、流通、消费过程的减量化、再利用、

资源化”，“形成合理消费的社会风尚”。

消费关乎生活方式，生活方式一贯被视为个人行为，但从可持续发展的角度来看，生活方式也是社会行为，可持续消费意味着生活方式的转变，生活方式的这种转变会极大地影响到社会生产方式及相关政策的制定。为此，可持续消费教育通过政府、企业、学校、媒体以及社会各界等多方协作，强化消费者可持续消费的理念，共同推进消费的转型，并由此促进生产的转型，进而推动整个社会向可持续发展的转型。

在引导消费转向可持续发展方向上，教育的重要性日益凸显。教育是解决目前不可持续消费的重要途径和手段。没有教育，就没有自由，也没有责任感。作为公民，我们是通过教育学习到怎样在日常生活中做出选择。在日常生活中，我们的消费选择是种强有力的决定，但我们却可能看不到这些消费选择的后果和力量。我们的消费选择塑造了市场和生产模式，而市场和生产模式则对自然资源和生态系统以及全球社会产生了巨大影响——对气候变化问题贡献显著。我们正是通过自己的购买选择而在市场上进行了表决，表决我们支持或不支持的某些企业行为。通过这些购买选择，我们也将信息传递给了政府、企业和公司的决策者。另一方面，在我们满足自身基本需求与欲望之时，教育是让我们做出正确且更负责任的选择的最有力的工具之一。教育可以调和消费与自由和责任之间的关系。作为消费者的个人与社会团体，可持续消费教育是赋权使他们获得决定自己日常选择的适当信息、可行的解决方案和其他办法的关键。

为了解决可持续消费教育带来的挑战，并在正规教育和非正规教育领域寻觅开展相关教育的机会，“推动中国可持续消费教育和可持续生活方式国家圆桌会议”，将探讨未来在中国推进可持续消费教育和可持续生活方式教育的机会和路径，以帮助人们学习怎样才能使人们在现在和未来为了自己和他人的利益而做出明智的环境友善的选择，并根据这些决定采取促进社会可持续发展的可持续消费行动。具体包括推动使决策者能更好地理解如何将可持续消费教育融入可持续发展的现有策略中，以支持生态文明建设和环境保护等主要政策目标；如何使教师和各级各类教育工作者们更好地在课程中运用可持续消费教育的工具和手段；如何使民众理解和支持可持续消费的政策和实施策略，积极地参与可持续消费行动，认可、采纳和形成可持续生活方式。

将可持续消费教育纳入从小学至高等教育的正规教育工作中，是最基本的。青少年儿童，这些最脆弱也最易受影响的消费者，都渴望得到更好的工具来帮助他们将未

来塑造成更具有可持续发展特点的社会，也帮助他们不仅仅是简单地成为消费者（consumer），而是成为负责任的消费者公民(consumer citizen)。

在全球经济日趋一体化的发展道路上，可持续消费教育需要在国家、区域以及全球范围内开展，需要采取共同的行动。可持续消费的实现需要建立一系列有关可持续消费的保障机制，包括控制、市场、生产、奖惩、宣传和教育机制。教育和宣传机制从认识和知识等层次深化可持续消费，使可持续消费成为消费者自觉的行动。高等院校作为培养社会高级人才的重要社会部门，在培养可持续消费人才中扮演着尤为重要的角色，有责任也有能力发挥重大作用。

中国是亚洲最大的国家，中国自然环境的质量与整个亚洲自然环境的关系密切；中国是亚洲历史最悠久的文明古国之一，拥有勤俭节约的美德和历史文化传统，与整个亚洲地区的文化关系密切。如何将东方优秀历史文化传统中有助于现代可持续消费教育的内容进行传承和创新，如何在亚洲太平洋地区甚至在全球与中国相关贸易密切的国家合作协同开展应对可持续消费问题的教育行动，需要专家学者和各界人士进行深入地沟通、交流和探讨。本次国家圆桌会议就是一个很好的交流平台。相信在互信、互动的交流基础上，我们对相关问题能有更深入的认识，理论上能够获得进一步升华，实践上能够获得有益的启迪。

预祝此次国家圆桌会议取得圆满成功！预祝日本地球环境战略研究机构（IGES）与北京师范大学教育学部环境教育中心取得积极的合作成果。

谢谢！

Opening Session 1 – Summary of Dialogues

Chairperson: Dr. Eric Zusman – IGES

UNEP on Sustainable Consumption and Production & Sustainable Lifestyles and Education

Presentation: UNEP – Beijing, Dr. Jiang Nanjing

UNESCO on Global Action Programme & Education for Sustainable Development

Presentation: UNESCO Bangkok, Mr. Danilo Padilla

The first presentation was made by **Dr. Jiang Nanjing**, who is with UNEP in Beijing. She gave a presentation entitled International and Regional Strategies and Policy on Education for Sustainable Consumption. In her presentation she focused on the efforts being made by UNEP, especially its implementation of the pilot project on ESC in Chile, Indonesia and Tanzania in coordination with the Marrakech Task Force on ESC. This project was based on the success of UNEP's *Here and Now!* and on a strong demand for guidance on how to integrate ESC into specific contexts and within existing frameworks or practices. She emphasised the aim for the guideline was to support the mainstreaming of education for sustainable consumption and lifestyles in formal education curricula and in non-formal education at the national and local levels. The lessons learnt from three countries implementations were also summarised as: Need for technical support to develop interactive teaching and learning tools on ESC especially in national languages (e.g. Bahasa Indonesian) and contexts, accompanied by training of teachers so that they are equipped with the knowledge *and* tools on ESC; Tackling the funding of teaching and learning resources on ESC; and Mainstreaming ESC teaching methodologies crucial in helping teachers encourage creativity and reflectiveness among their learners. Dr. Nanjing concluded the presentation by sharing information of UN Sustainable Consumption Partnership 2014 Youth Training Camp in China held this summer.


The second presentation of the opening session was from **Mr. Danilo Padilla**, Chief of UNESCO's ESD team at Bangkok Regional Office, who gave his presentation on the Global Action Programme on Education for Sustainable Development. He introduced the upcoming UNESCO World Conference on ESD to be held in Nagoya, Japan in November this year when the leaders from around the world will gather to mark the conclusion of the UN DESD (2005-2014) and adopt the subsequent follow up programme to the DESD, namely the Global Action Programme on Education for Sustainable Development (GAP-ESD). He explained the five priority action areas of the GAP, those are: 1) mainstreaming ESD into education and sustainable development policies to create an enabling environment for ESD and bring about systemic change; 2) integrating sustainability principles in education and training settings; 3) increasing the capacities of educators and trainers for effective delivery of ESD; 4) generating actions among youth; and 5) encouraging local communities and municipal

authorities to develop community-based ESD programmes. He also shared three implementation structures of the GAP. The first Implementation Structure is the secretariat of the Global Action Programme which will be set up in UNESCO to assist in its overall coordination, monitoring and clearing house functions for the GAP. The GAP Secretariat will liaise closely with national focal points for the GAP and will seek the advice of a multi-stakeholder advisory group. The second Implementation Structure is *Partner Networks* consisting of stakeholders with major commitments made to support one or more of the five Priority Action Areas and who will help catalyse the generation of further activities by other stakeholders. And the third the *Global Forum on ESD*, a global platform for ESD stakeholders that will be convened periodically to facilitate, among others, exchanges of information and experiences and the global monitoring of progress.

Division of Technology, Industry and Economics 





International and Regional Strategies and Policy on Education for Sustainable Consumption (ESC)




Sustainable Consumption

- Sustainable consumption is an **integral element** of sustainable development.
- The challenges we face today (financial crisis, climate change, resource shortages) can only be solved with the full participation of **educated** and **motivated** citizens.
- Education for Sustainable Consumption (ESC) is essential in learning how to:
 - make lifestyle choices in the market**
 - consume better and more responsibly**
 - seek new creative solutions and engage in policy debates**







Importance of Education




Education is important in facilitating a shift towards sustainable development and in promoting sustainable consumption patterns and has been internationally reaffirmed through:









United Nations
Educational, Scientific and
Cultural Organization



UN Decade of Education for
Sustainable Development







Global Action for Sustainable
Consumption and Production

Secretariat





What is Education for Sustainable Consumption (ESC)?


*“ESC consists of the acquisition of **knowledge, attitudes and skills** necessary for functioning in today’s society. It is responsibility learning, which aims to contribute to the individual’s ability to manage his own life while also participating in the **stewardship of the global society’s collective life.**”*

The objective is to **empower people** so that they are able to **responsibly manage** their social and environmental impacts, but also to **participate** in and **stimulate** the public debate about values, quality of life, responsibility and accountability.




Why is ESC important?

- ESC is an excellent starting point for education for sustainable development since it deals with issues young people are concerned with in their everyday life, such as identity, food, energy, water, housing, transportation, communication, work, fashion, entertainment, tourism, etc.
- ESC is a key to dealing with the many changing issues of individuals and their lifestyle choices.
- ESC is about learning to consume differently and efficiently.
- ESC is a way of learning how to gather, assess and use information.
- ESC is a tool for stimulating creative responses on the individual level to social, economic and environmental challenges.

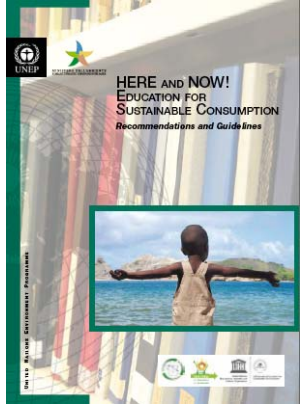
Here and Now! Education for Sustainable Consumption! Recommendations and Guidelines




Aimed at policy-makers and educators on how to best integrate and implement Education for Sustainable Consumption (ESC) in the formal education sector.


a) **“Addressing the challenges”** illustrates the importance of ESC to policy makers and its contribution in achieving major policy goals such as environmental protection and sustainable development strategies;

b) **“Optimizing opportunities”** is targeted to educational authorities, teacher trainers and educators to include ESC in their curricula and teaching activities. This chapter contains a series of inspiring case studies and best practices from all over the world.






A roadmap of recommendations on ESC




Governments are urged to:

1. Ensure that education institutions reflect the priorities given to sustainable development in their daily management .
2. Include themes, topics, modules, courses and degrees about education for sustainable consumption in established curricula.
3. Encourage research in ESC-related areas.
4. Strengthen connections between researchers, lecturers, teacher trainers and socio-economic actors and stakeholders.
5. Enhance cooperation between professionals from diverse disciplines to develop integrated approaches ESC.
6. Facilitate teaching and teacher-training that strengthens global, future-oriented, constructive perspectives within ESC.
7. Reward creative, critical, innovative thinking related to ESC.
8. Ensure that ESC respects the importance of indigenous knowledge and recognizes alternative lifestyles.
9. Foster intergenerational learning as an integrated aspect of ESC.
10. Provide opportunities for practical application of theoretical study through social involvement and community service.










UNEP Pilot Project (2011-2014) The institutional strengthening of ESC




Based on the success of UNEP's *Here and Now!* and on a strong demand for guidance on how to integrate ESC into specific contexts and within existing frameworks or practices, the Marrakech Task Force on ESC and UNEP are implementing a pilot project on ESC in Chile, Indonesia and Tanzania.

The aim is to support the mainstreaming of education for sustainable consumption and lifestyles in formal education curricula and in informal education at the national and local levels.












Four Phases of the ESC Pilot Project




- 1: **Review and Analysis** of existing national policy frameworks and initiatives relevant to ESC, sustainable development, SCP etc.
- 2: **National Roundtable Discussions** with policy-makers to develop best approaches and tools for ESC, including adaptation of UNEP's *Here and Now*.
- 3: **Development and dissemination of national guidelines and recommendations on ESC** based on the outcomes of the national roundtable discussions.
- 4: **Monitoring and Evaluation** to monitor and evaluate the country's progress.




Expected Outputs of the Project



- Dissemination of a **consultative model for the institutional strengthening of ESC.**
- **Replicability of the project**
- **Analysis of context for the implementation of ESC:** identification of entry points/ opportunities for the integration of ESC in the national sustainable development and education strategies.
- Identification of **national priorities and best approaches to ESC.**
- Development of **national recommendations and guidelines** on developing and implementing ESC policies, including national ESC implementation strategies targeted at the formal education sector.
- **Evaluation of ESC implementation,** based on national guidelines and recommendations.





Indonesia




- YPB worked with key organizations to test the guidelines and collect feedback, which included:
 - ESC is a complex theme that needs clarification in user-friendly language for all (learners/teachers) to understand.
 - ESC is being taught in Indonesia, albeit fragmented.
 - Social aspects, culture, geography among others play an important role in understanding ESC especially for a diverse country like Indonesia.

Ongoing activities:


- Exploring means to engage government in mainstreaming ESC through these recommendations.


Key Lessons Learned



- There is a need for technical support to **develop interactive teaching and learning tools on ESC** especially in national languages (e.g. Bahasa Indonesian) and contexts, accompanied by training of teachers so that they are equipped with the knowledge *and* tools on ESC.
- Tackling the **funding of teaching and learning resources on ESC**. How can developing countries finance supplementary teaching materials and in-service teacher training to assist teachers in including ESC in their teaching?
- Mainstreaming **ESC teaching methodologies** is crucial in helping teachers encourage creativity and reflectiveness among their learners.



For more information:



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联合国可持续消费和发展2014首届青年训练营

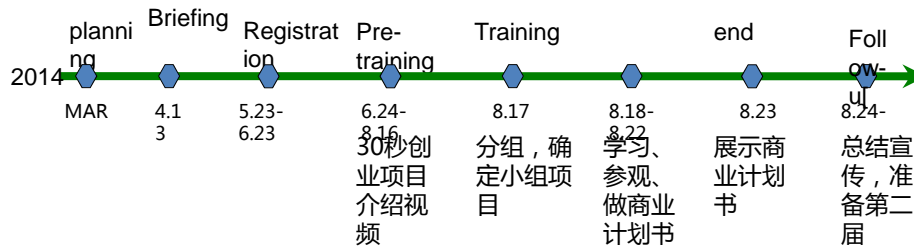
**UN Sustainable Consumption Partnership
2014 Youth Training Camp**



主办：联合国中国可持续消费伙伴关系
 联合主办：香港乐施会 北京市环保局 世界自然基金会
 执行单位：绿色消费网 北京市环境保护宣传教育中心

2014年8月23日 北京

Workplan



★ 在全国范围内选拔了15名各个阶段大学生, 来自人大、北大、农大、北京化工大学、北京林大、北京物资学院、中华女子学院、安徽大学、中国环境管理干部学院、西南政法、四川外国语大学、皖西学院、长沙环保学院, 涵盖研究生到大一新生。

★ 集中到北京, 接受来自联合国驻华机构、知名环保NGO和优秀企业的讲师的培训。

课程: 第1课 Lesson one

参访宜家北京四元桥店IKEA



本课目的: 让营员直观了解可持续消费的产品市场表现, 了解宜家作为全球最大的家居用品供应商是如何把可持续发展作为企业基因, 并取得良好业绩和社会环境效益。

第一节 参观卖场

宜家可持续发展部老师带领营员参观卖场, 重点区域: 节能节水产品、利用回收材料制作的家居用品、FSC木材和良好棉花做成的家具及用品、绿色设计产品和企业社会责任活动展示。



第二节 现场交流

宜家可持续发展部老师在会议室为营员介绍宜家的可持续发展战略和实例, 与营员互动。

课程：第2课 Lesson 2



参访芳草地大厦和帝斯曼 Green building

本课目的:通过实地参观了解绿色建筑的标准和优势,同时了解企业可持续发展的具体做法和工具。

第一节 参观芳草地大厦

由芳草地大厦工作人员带领营员参观这个金LEED的绿色建筑,了解绿色建筑作为可持续消费和生产的重要组成的现状和标准。

第二节 参访帝斯曼

了解荷兰皇家帝斯曼作为全球生命科学和材料科学重要原材料供应商在健康、营养和材料领域所创造的可持续解决方案,了解可持续发展部门在企业的实际运营情况,以及企业社会责任的实践。

课程：第3课 Lesson 3

青训营开营及地球超载日活动 World eco-footprint Day

第一节 联合国环境规划署UNEP中国官员蒋南青博士系统介绍可持续消费和生产的背景知识。

第二节 由香港乐施会项目官员吕美介绍乐施会气候变化和粮食公正项目,介绍适应气候变化和保证粮食安全对于可持续发展的重要性。

第三节 由新华社外事局董华强老师与营员交流社会责任的话题

第四节 WWF可持续消费和发展项目介绍:1、生态超载与绿色消费;2、我们为什么要保护森林? 3、海洋与渔业可持续管理

第五节 地球超载日活动:营员结合上午所有课程学习所得,每个小组认领一个绿色消费与生态超载相关的教案主题,进行教案讨论与课程准备,前往八达岭森林公园向初中小营员讲解环保课程,并与他们共同完成“地球超载日”、“森林守护者”



课程 : 第4课 Lesson 4

学习库布其沙漠绿色经济 (凯城世贸大厦 亿利北京总部)Elion group

本课目的:了解绿色经济在中国的落地,了解库布其从荒漠经过26年的治理和发展成为全球首个沙漠生态示范区的实例。

第一节 案例分享

播放亿利荒漠化治理宣传片,亿利管理人员分享亿利沙漠绿色经济经验和战略。

第二节 互动讨论

营员就亿利绿色产业的发展方向进行互动讨论,小组成员进行角色模拟提交相关方案,最终由讲师进行点评。

第三节 由专业市场导师指导创业



课程 : 第5课 Lesson 5: Renewable energy

参访新能源企业

本课目的:了解太阳能的最新技术和应用。学习汉能的水电、风能和太阳能的发展历程和经验,了解分布式太阳能的市场运营情况和汉能的技术市场策略。了解皇明太阳能的最新家庭应用。

第一节 参观汉能展示厅

了解汉能发展历程,太阳能产业现状。

第二节 与汉能技术和市场部交流

了解薄膜太阳能最新技术,市场情况,就分布式太阳能的市场开拓进行讨论。

第三节 参访奥森公园内的皇明微



课程：第6课 Lesson 6: SCP system

可持续消费和发展的体系建设

本课目的：介绍可持续消费和企业可持续发展的几个认证体系

第一节 绿色供应链认证体系

由可持续发展联盟TSC项目经理潘佳丽女士介绍目前应用最广泛的绿色供应链认证体系。

第二节 FSC森林认证系统

由森林管理委员会中国代表马利超先生讲解FSC森林认证体系。

第三节 瑞士TOP10节能中心

由瑞士TOP10节能中心讲师介绍绿色家电和节能电机的相关标准。



课程：第7课 Lesson7: Multi-stakeholders

企业可持续发展利益相关方

本课目的：探寻企业可持续发展中利益相关方

第一节 分享经验

由知名可持续发展专家郭静女士讲解企业可持续发展中如何处理与利益相关方的关系。

第二节 交流互动

郭静女士带领学员进行互动讨论。



课程：第8课 Lesson 8: Green Business Innovation

帮营员梳理绿色创意

本课目的：帮助5个小组营员梳理并确定绿色创意，并帮助他们将绿色创意转化为创业项目计划书。

第一节 碳足迹分享创业经验

由碳足迹创始人晏路辉先生介绍在低碳领域的创业经历和经验，包括碳核算和绿色会议等。

第二节 碳交易市场分享

由科沐科技总经理丁莹女士介绍碳交易市场，并分享创业心得，启动营员思考。

第三节 由指导老师现场指导创业计划书的编写。



结营：项目展示 Graduation

1、绿色“救”衣



2、绿色消费APP



3、餐厨垃圾回收




4、有机农业推广



5、生态渔场







United Nations
Educational, Scientific and
Cultural Organization

Global Action Programme on Education for Sustainable Development (GAP-ESD)

National Roundtable Discussion
Beijing National University
25-26 October 2014

Danny Padilla
Chief of ESD Unit and Liaison Officer
UNESCO Bangkok


United Nations
Educational, Scientific and
Cultural Organization

UN DESD status of implementation

Strategic and legislative frameworks: Brunei, Cambodia, Indonesia, Malaysia, Philippines, Thailand, Philippines)

Multi-stake holders initiatives: RICE (ACCU); Green Schools UNESCO/Indonesia/Korea); RICE/Climate Change (KNCU, UNDP); Japan Solidarity Project (UNESCO/Japan/ASPnet)

Good practices: APCIEU's Teacher Training Initiative; Myanmar Education Recovery Project; Philippine Climate Friendly Schools; Thailand Sufficiency Economy in Schools; Infusion of ESD in primary schools (Malaysia)






United Nations
Educational, Scientific and
Cultural Organization

Global Action Programme on ESD

- Follow-up to the UN Decade of ESD
- To be launched at the UNESCO World Conference on ESD (November 2014, Nagoya, Japan)
- Stakeholders to become 'Lead Partner' of the GAP by supporting one of the 5 Priority Action Areas (up to 10 Lead Partners for each Action Area).






United Nations
Educational, Scientific and
Cultural Organization

Priority Action Area 1

Advancing policy

Policy coherence is crucial for mainstreaming good practices and bringing about systemic change towards sustainable development. Through this action area, create or reinforce an enabling environment for ESD.







United Nations
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Cultural Organization

Priority Action Area 2

Transforming learning and training environments

Sustainable learning environments, such as eco-schools or comparable initiatives in other education and training settings, allow educators and learners alike to integrate sustainability principles in their daily practice in a holistic manner.





United Nations
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Cultural Organization

Priority Action Area 3

Building capacities of educators and trainers

Educators in the broadest sense are the most important lever to enable educational change. Through this action area, build the capacities of educators and trainers to become learning facilitators for ESD.







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Educational, Scientific and
Cultural Organization

Priority Action Area 4

Empowering and mobilizing youth

Youth are the most dynamic and effective group in our society to mobilize action for real and lasting change. Consider choosing this action area to support youth in their role as change agents.




United Nations
Educational, Scientific and
Cultural Organization

Priority Action Area 5

Accelerating sustainable solutions at the local level

ESD translates the global agenda into local action. Through this action area, develop innovative solutions to sustainable development challenges at the local level, in both rural and urban areas.



Session 1 – Summary of Dialogues International Perspective on ESC & SL

Chairperson: Dr. Eun-kyung Park – Korean UNESCO National Committee

Learning from Introduction to Education for Sustainable Consumption in Indonesia
Presentation: YPB, Ms. Darwina Widjajanti

IGES Overview for the Asia-Pacific Region on ESC & SL
Presentation: IGES, Dr. So-Young Lee

Models for Lifestyle Choice & Case Studies of ESC & SL
Presentation: Tokyo City University, Dr. Masahisa Sato

Dr. Eun-kyung Park from the Korean National Committee on ESD for UNESCO chaired the Session with opening remarks entitled ESC for Our Common Future. She brought the idea of water-energy-food nexus in relation to the current situation of unlimited population growth and encouraged ESC for our common, practical, problem-solving knowledge, values and skills at personal as well as community levels to tackle depletion of natural resources, economic crisis, and climate change.

The first presentation was made by **Ms. Darwina Widjajanti** from Yayasan Pembangunan Berkelanjutan, Indonesia. She introduced the publication of the ESC National Recommendations and Guidelines for policymakers and educators - a pilot project of UNEP on the institutional strengthening of ESC and advancing ESC policy and implementation strategies in Indonesia (2011-2013). To do this pilot project, she explained the completed four main activities: 1) Review and Analysis of existing national policy frameworks and initiatives relevant to ESC, sustainable development, SCP; 2) National Roundtable Discussion with policy-makers, teachers, trainers and practitioners to bring their knowledge and feedback on what have been the existing program of ESC and what are the recommendations of the future ESC; 3) The development of national guidelines and recommendations on ESC draft for piloting and testing; and 4) Refinement and finalisation of the national ESC guidelines and recommendations, to be printed and disseminated to counterparts, universities/schools, training institutions, donor agencies, and those who have interest in ESC. In the case of Indonesia, she covered the target group of under-consumption (i.e. the poor) to inform on the importance of safety food and products to meet the basic needs towards a more quality of life and the target group of over-consumption (i.e. the middle class) to encourage responsible behavior in consumption. She also mentioned the importance of three main actors' role for the future ESC. Government needs to support ESC and scale up the existing Formal Education program; Civil Society and Educational Institution should build networks and reach critical mass in disseminating ESC; and Business and media

adapt SCP practices and promote sustainable consumption and lifestyles messages to a wider audience, especially the youth.

The session then continued with a presentation by **Dr. So-Young Lee**, IGES, who gave her presentation on Overview for the Asia-Pacific Region on ESC & SL. She summarized IGES's six country ESC case study research conducted between 2010-2011 and 2013-2014 and which investigated how national governments can support promotion of sustainable consumption in the Asia-Pacific region, especially through ESC and citizen engagement in sustainable lifestyles practices. She explained the six countries comparative analysis utilising the leavers of change from UNDP's capacity assessment framework and the results demonstrated that in most countries there is still limited capacity. Therefore, IGES provided five policy recommendations for strengthening ESC implementation i.e. expanding roles and responsibilities in promoting sustainable consumption which not only emphasise the role of governments to coordinate the cooperation and participation of multi-stakeholders, but also the importance of utilizing the networks of these stakeholders. Applying multiple policy mechanisms and inter-Ministerial/Agency approaches and defining policy priorities and target areas for sustainable consumption were also pointed out. Furthermore, IGES addressed ESC as a thematic approach to ESD and SCP; therefore, the linkage between UNESCO's Global Action Programmes (GAP) on ESD and UNEP's the Sustainable Lifestyles and Education (SLE) programme under the 10 Year Framework of Programmes on SCP is the vital point to demonstrate the role of Asian countries in how this convergence is applied in practice in the future.

Dr. Masahisa Sato, Associate Professor of Tokyo City University, Japan gave his presentation entitled Models for Lifestyle Choice & Case Studies of ESC & SL. Based on IGES tripartite comparative case study on ESC governmental capacity,. He also presented some cases implemented in Japan and international discussions on ESC; for example, UNEP GSSL survey, SPREAD Sustainable Lifestyle 2050 in European countries. He emphasized two key points to be considered and raised for the further implementation of ESC & SL: first, "combined capabilities" as a set of capabilities which include individual capacity, institutional capacity, civil capacity, infrastructure and policy options; and second "options of life styles" with four quadrants based on two intersecting axes, i.e. an individual-collective axis and a reactive-proactive axis. Furthermore, Dr. Sato expressed that without consideration of the "combined capabilities", ESD & SL would not be achievable and emphasised the importance of continuation of such multi-stakeholders' discussion and coordination.

ESC for our Common Future

PARK, Eun-kyung, Ph.D

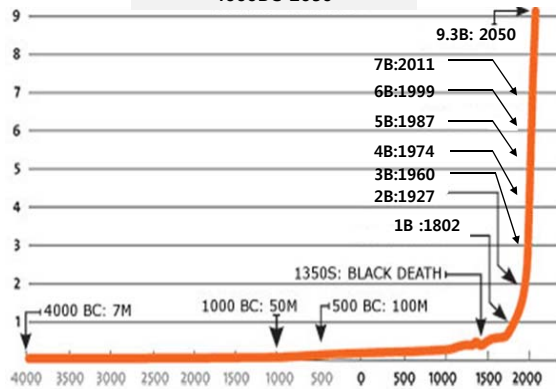
Chairperson,
Korean National Committee on ESD for UNESCO
Ex-Ambassador of Water Resources,
Ministry of Foreign Affairs
Republic of Korea

25 October, 2014

Unlimited Population Growth

World Population reached **7 billion**, Oct 30, 2011

TOTAL WORLD POPULATION:
PAST, PRESENT, AND FUTURE
4000BC-2050



(Future figures based on UN projections)

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Water-Energy-Food Nexus

- 70% of fresh water used by humans and 70% of human water used for farming
- Food-Energy: for food production and supply process, 30% of Earth energy consumed(FAO, 2011)
- By 2050 to feed 9.3 billion people 60% food(50% of water), 50% of energy will be demanded

“There is no water which is not good!”

(2011 11. Bonn+1)

Geometric Progression of Resource Depletion

- By 2030, the global middle class is likely to have surged from nearly 2bn to 5bn(OECD) .
- Middle class people begin to prefer hamburger beyond a bowl of vegetables.
- UN calculation: 2,400 litre of water for hamburger/ 30 litre for potatoes or tomatoes// virtual water.

Long-term Goal: SD

- the environment used more than of their limit without control/ no social remedy to deal with this crisis

-----→---→

- Shared interests with all living things including Gaia : Oxygen rate 21%
- collective responsibility of 7 billion people
- Understanding-shared values- building skills
- Need to change choices and behaviors

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[Here and Now, Education for Sustainable Consumption - Recommendations and Guidelines](#) (2010)

- (ESC) aims at providing knowledge, values and skills to enable individuals and social groups to become actors of change towards more sustainable consumption behaviours.
- quality of life for all is improved, inefficient use of resources and environmental degradation are avoided.
- providing citizens with the appropriate information and knowledge on the environmental and social impacts of their daily choices, as well as workable solutions and alternatives.
- integrates fundamental rights and freedoms including consumers' rights, and aims at empowering citizens for them to participate in the public debate and economy in an informed and ethical way

Hyper-Connected Age

Individual-based society: self-identity in various spheres

- 1) New path of empowerment in diverse areas for basic understanding and skills
- 2) Big data: recording all the living activities in detail via mobile, card, CCTV
- 3) Globalized network: e-mail, caucus ,etc. – participatory act in local as well as global level
: **Individual ego** towards global connection

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New Model of Society

Resource depletion/ Limits of the Planet:

New mental adjustment

- Human-centered (anthropocentric view)
→ Eco-centered
- Ego-centered → Eco-centered
- Linear recording (left-brain) → Actual circular world (right-brain)
- Black/white thinking → grey thinking

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Common but Differentiated !

Rio Declaration (1992)

- Principle 7

“States shall cooperate in a spirit of global partnership to conserve, protect and restore the health and integrity of the *earth's ecosystem*. In view of the different contributions to global environmental degradation, States have *common but differentiated* responsibilities.”

Ecological & Economic Debt / Ecological Footprint

All 7 billion members of Earth community are in debt of either Ecological (Northern Developed Countries) or economic (Southern developing countries).

:Peace in this Hyper-connected World via ESC

10 June, 2013

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ESC for Common Future

- ESC– common, practical, problem-solving knowledge, value and skill in personal level as well as community level to tackle depletion of natural resources, economic crisis, climate crisis, etc.
- Post-Industrialization/Information: WLB (Work Life Balance): new organization of labor force to meet the increasing efficiency rate of production – art, culture, leisure being included in employment → need creative adjustment
- Community-loving strategy: love their own nature, culture and history and build up self-loving community → a way to learn other community also has their own loving society and culture → reach co-existing Peaceful Sustainable Future

::Eventually everyday life should be alerted by decreasing ecological footprint by each individual!

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Advancing Education for Sustainable Consumption
& Sustainable Lifestyle Practices in China
National Roundtable Discussion, Normal University, Beijing, China
25 October 2014

Learning from
Introduction to Education for Sustainable Consumption in Indonesia
(National Recommendations and Guidelines
for Policymakers and Educators)



Darwina Widjanti, Yayasan Pembangunan Berkelanjutan

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INTRODUCTION TO EDUCATION FOR SUSTAINABLE CONSUMPTION IN INDONESIA: National Recommendations and Guidelines for Policymakers and Educators

© April 2014

Yayasan Pembangunan Berkelanjutan in partnership with the United Nations Environment Programme

This publication is an adaptation of the UNEP's *Here and Now! Education for Sustainable Consumption - Recommendations and Guidelines*.

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ESC Pilot Project (2011-14): Indonesia



Aim: Support the mainstreaming of ESC and lifestyles in formal education curricula and in informal education at the national and local levels.

Phase 1

- **Review and Analysis** of existing national policy frameworks and initiatives relevant to ESC, sustainable development, SCP etc. [Dec 2011 – April 2012]

Phase 2

- National Roundtable Discussions with policy-makers and secondary data to develop best approaches and tools for ESC, including adaptation of UNEP's *Here and Now*. [Feb 2012]

Phase 3

- Development of national guidelines and recommendations on ESC draft, reviewed by a number of partners (Sampoerna Teachers Institution, Indonesia Consumer Foundation, Detara Foundation and Yayasan Kail) and accommodated the recommendations from stakeholders national roundtable, improvement the draft and developed final version of national guidelines and recommendations.

Phase 4

- Dissemination of national guidelines and recommendations on ESC to government partners; teachers institutions; schools and universities, training and education center; international organizations and donor agencies with similar institutions

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The Opportunity of Government Policy as an Entry Point for ESC Implementation

National Curricula – Teachers Training – Environmental Education – Education for Sustainable Development – Non Formal Education – Sustainable Consumption & Production

- 1/ **Existing Policies, Strategies, Plans (potentially relevant to ESC)**
- 2/ **Primary Actors & Resources Capacities for Implementing Current Policies**
- 3/ **Existing Implementation Structure & Specific Projects Potentially relevant to SCP**
- 4/ **ESC Entry Points**
- 5/ **Requirement for implementing effective SCP**



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Paving the way to Sustainable Lifestyles



This publication aims to guide Indonesian policymakers and educators in implementing ESC nationally and locally in both the formal and informal education sectors.

Education for Sustainable Consumption – at the core of sustainable development - *is essential* to train responsible citizens and consumers towards lifestyles based on economic and social justices, food security, ecological integrity, sustainable livelihoods, respect for all life forms and strong values that foster social cohesion, democracy and collective (UNESCO, 2009).



Why is ESC important?

- ESC is an excellent starting point for education for sustainable development since it deals with issues young people are concerned with in their everyday life, such as identity, food, energy, water, housing, transportation, communication, work, fashion, entertainment, tourism, etc.
- ESC is a key to dealing with the many changing issues of individuals and their lifestyle choices.
- ESC is about learning to consume differently an efficiently. *Doing more with less*.
- ESC is a way of learning how to gather, assess and use information.
- ESC is a tool for stimulating creative responses on the individual level to social, economic and environmental challenges.



What is the ultimate goal?



ESD can help pave the way towards more sustainable lifestyles by helping to change the habits of consumers, from consumers who are unaware of sustainable consumption to **responsible consumers that live sustainably**.

The **basic learning outcomes** of ESD are attitudes, knowledge, skills and behavior leading to:

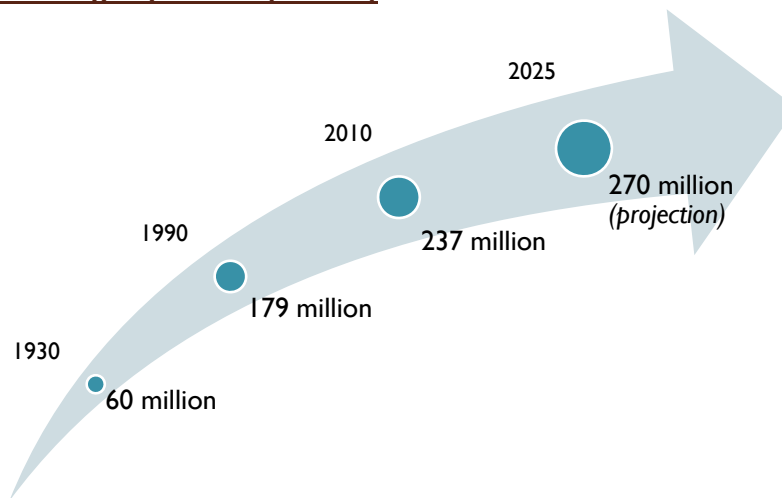
- ✓ Critical awareness
- ✓ Ecological responsibility
- ✓ Social responsibility
- ✓ Action and involvement
- ✓ Global solidarity.



7

Understanding the need for ESD: The Indonesian Context

Increasing Population (million)



Source: Statistics Indonesia. (2011). *Trends of the selected socio economic indicators of Indonesia*. Retrieved from http://www.bps.go.id/booklet/Booklet_Agustus_2012.pdf

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The rising middle class

Middle class category of Indonesia (in millions) Expenditure of USD 2-20 per person per day

Middle Class Level	Expenditure in USD	Year: 1999	Year: 2009
Low Middle	2-4	37.5	68.80
Mid Middle	4-10	7.5	22.28
High Middle	10-20	0.4	2.23
Total		45.4	93.31

Source: Asian Development Bank. (2010). The rise of Asia's middle class. *Key indicators for Asia and the Pacific 2010* (41st ed.). Retrieved from <http://www.adb.org/publications/key-indicators-asia-and-pacific-2010>. page 6.

The middle class: growing nationally. In 1999, only 25% of Indonesians were considered middle class. This grew to 42.7% in 2009.

Indonesia's GDP in 2000: USD 2,200 and in 2009: USD 3,700
This promotes changes in consumption patterns from consuming to fulfill basic needs to secondary consumption of manufactured goods.



Increasing secondary product consumption

Car sales

	2010	2011	2012	2013
	764,710	894,180	1,000,000	1,200,000

Imported cosmetics value

30% increase from 2011-12

	2011	2012
	IDR 1.87 trillion	IDR 2.44 trillion

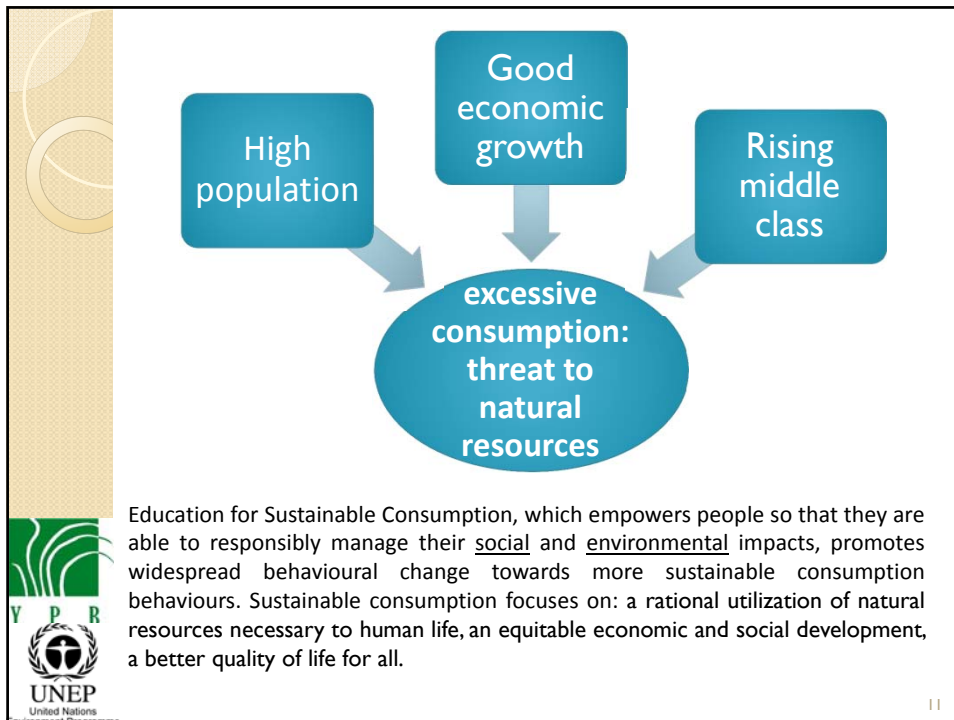
Mobile phone sales

	10-14 year olds	15-19 year olds	20-29 year olds	30-39 year olds
2005 (round off)	10 million	20 million	30 million	30 million
2010 (round off)	30 million	70 million	70 million	60 million

Source: [www.otomotif.kompas.read/2012/10/18/4844/2012.Pengadaan.Mobil.di.Indonesia.\(17%Agustus,2013\)](http://www.otomotif.kompas.read/2012/10/18/4844/2012.Pengadaan.Mobil.di.Indonesia.(17%Agustus,2013)) dan www.teknojournal.com/2011/03/03/perkembangan-pasar-handphone-indonesia-dar-tahun-2005-hingga-2010 (Maret 1, 2011).



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The Two World: Over consumption vs Under Consumption

- *The high income countries have high ecological footprints: 5 x more than the low income countries (WWF, 2012)*
- *20% of the developed countries consume 87% of USD 21.7 billion of global consumption in 1995, the rest consume 13% (UNDP, 1998)*
- *Middle class expenditure can be USD 20/ person/day, while the poor family around 30 million have incomes less than USD 10/person/day (Bappenas & KLH, 2012)*
- *In 2007, children under 5 years were underweight: in Yogyakarta was about 10.9% and in NTT was 33.6%; in rural areas 20.4%, in urban areas 15.9% (Bappenas, 2010)*

Source:

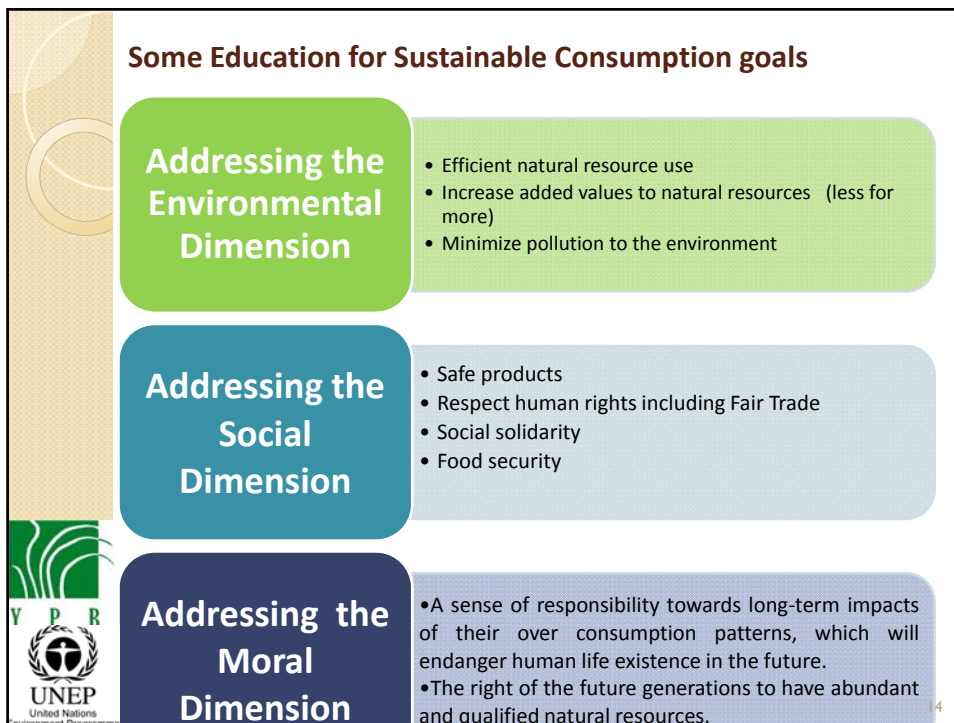
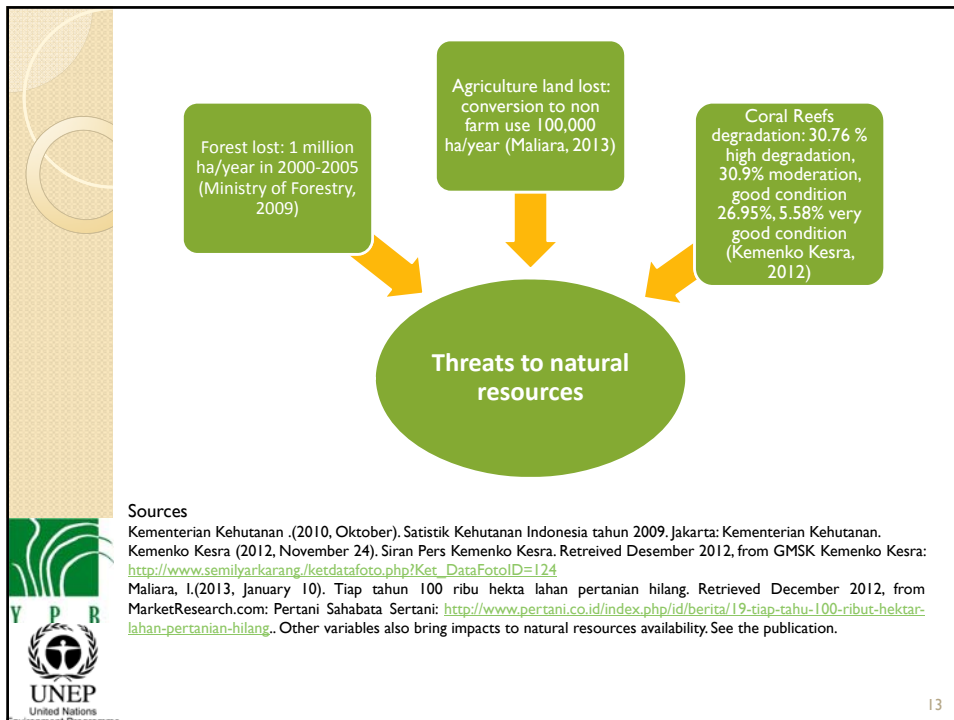
World Wildlife Fund, Global Footprint Network & ZSL. (2012, May). Living Planet Report 2012: Summary, Retrieved January 2013, from WWF: http://awsassets.panda.org/downloads/lpr_2012_summary_booklet_final.pdf

Ministry of National I Development Planning & Ministry of Environment. (2012). Overview of Indonesia's sustainable development: Progress on key policies for sustainable development (Vol 1). Jakarta: Ministry of National Development Planning and Ministry of Environment.

Ministry of National Development Planning. (2010). A roadmap to accelerate achievement of the MDGs in Indonesia. Retrieved July 2012, from Perpustakaan Bappenas: <http://perpustakaan.bappenas.go.id/lontra/opac/themes/bapenas4/templateDetail.jsp?id=100801&lokasi=lokal>.

UNEP
United Nations
Environmental Programme

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Integrating ESC (as part of ESD) into Formal Education

ESC is about interdisciplinary and holistic learning, sharing the values and principles, critical thinking and problem solving, multi method, participatory decision-making, integration of learning experience into day to day life, addressing local and global issues.



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Indonesia's **formal** education curriculum provides many opportunities for integrating ESC, for instance:

The Act of the Republic of Indonesia Number 20, Year 2003 on National Education System

• *A national education system should ensure equal opportunity, improvement of quality and relevance and efficiency in management to meet various challenges in the wake of changes of local, national and global lives; therefore it requires a well-planned, well-directed, and sustainable education reform.*

Ministry of National Education's Regulation No 22/2006

• *To develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledge, competent, creative, independent, and as citizens are democratic and responsible.*



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The Indonesian curriculum is structured between the acquisition of essential knowledge and skills, the development of conceptual understanding, the demonstration of attitudes and taking responsible action.

Suggested practical approaches

Inquiry Learning

Interdisciplinary Links

Whole school approach



Integrating ESC into Non-Formal and Informal Education



Non-formal education is a flexible form of education in terms of the educational material, participants, delivery approaches, methodologies, and length of activities, quality standard usually set up by the implementer organization.

Various target groups, e.g. women, children, youth

Flexibility in ESC substance & structure according to different target groups

Creativity in delivery approaches based on target groups and local contexts



Developing ESC materials according to target groups:

- **Individual profile (age, gender, education)**
- **Social Economic Class (income, assets, network)**
- **Geographical Area (urban/rural, high and low land, coastal community/ forest community)**
- **Social, cultural and environmental contexts (ethnic group, values, norm, environmental assets)**



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Various ESC Approaches

Interactive classroom activities

Experiential learning (observation or participation)

Socio, cultural, environmental contexts

Communication campaigns to build public awareness

Taking action



Developing ESC materials that integrate socio-cultural and environmental contexts

E.g. Bali Aga Community

- Awig-awig tradition: protect forest, land and people from capital economy and modern culture;
- Regulate food security, land and forest preservation through sharing of yields and food for all;
- Local wisdom: people own land, forest and preserve traditions; nurture nature and thankfulness to the Gods, maintaining harmony in social relationships;



These cultural aspects can be integrated into ESC to spread the values and norms from generation to generation.

Others may learn from the traditions and adapt it into their own communities to help preserve natural resources and share with others and being thankful.



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Key recommendations for developing ESC

Problem formulation and priority based on the needs of communities

Inclusion of success stories and enabling policy in ESC materials

Participatory approach with target groups for stronger commitment



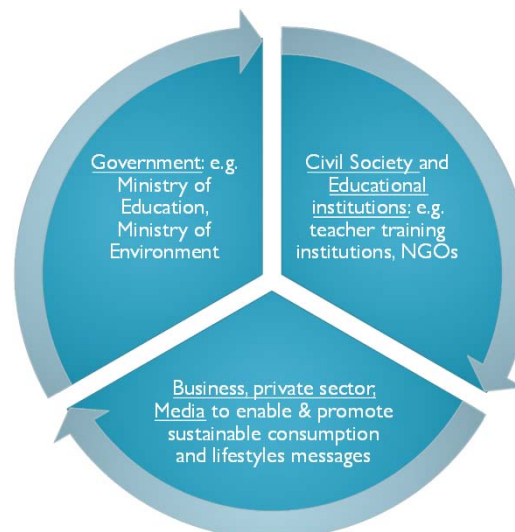
Lessons Learnt and Next Steps

- There is a need for technical support to **develop interactive teaching and learning tools on ESC** especially in Indonesia contexts, accompanied by training of teachers so that they are equipped with the knowledge *and* tools on ESC.
- Tackling the **funding of teaching and learning resources on ESC**. How can Indonesia finance supplementary teaching materials and in-service teacher training to assist teachers in including ESC in their teaching?
- Mainstreaming **ESC teaching methodologies** is crucial in helping teachers encourage creativity and reflectiveness among their learners.
- Support the existing initiatives in non-formal education (training institutions, NGOs work in education) **to scale up ESC**
- **Link ESC with existing government priority in 10 YFP SCP, Adiwiyata & Saka Kalpataru Program Ministry of Environment, ACDP Ministry of Education, RPJMN 2015-2019 Bappenas, and Switch Asia-EU Program**
- **Link ESC with private sector:** consumers education from companies, CSR Program, and mass media/social media role to disseminate ESC message.



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Key players in ESC Implementation



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**Everyone is the crew of this spaceship (planet) so
it is up to us to save the planet.**

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The publication is available in English and Bahasa Indonesian and can be downloaded (also for digital printing) from the Global SCP Clearinghouse:


www.scpclearinghouse.org





The Role of Governments in
Education for Sustainable Consumption
Capacity for the Effective Implementation in Asia-Pacific Region

by DIDHAM, Robert J.; LEE, So-Young; OFEI-MANU, Paul




Presentation at the IGES & BNU Workshop on ESC and SL
25th Oct 2014



Regional Context

“There are now more than 1.7 billion members of ‘the consumer class’ today nearly half of them in the ‘developing’ world. A lifestyle and culture that became common in Europe, North America, Japan, and a few other pockets of the world in the twentieth century is going global in the twenty-first”
(Starke ed. 2004, 4).

- Population** ~4 Billion, 60% of the world total
- Fastest Regional Economic Growth (over past 40 years)**
average GDP per capita growth rate of 3.31%
compared to a global average of just 1.93%
- Largest regional Consumer Class**
almost 500 million people, 29% of the world total
- Global Private Consumption** contributes 21.4% of world total
- Living on less than \$1.25 per day**
over 1/4 of the region's population in extreme poverty



Research Overview

- **Research Question:** How can/do national governments support promotion of sustainable consumption, especially through ESC and citizen engagement in sustainable consumption practices.
- **Research aim:** To provide an assessment of current governmental capacity for ESC implementation.
- **Objectives:** 1) identify existing policy frameworks/strategies for sustainable consumption and ESC, 2) identify existing strategies and mechanisms for ESC implementation, 3) analyse lessons learnt from good practices in ESC implementation, and 4) assess the current situation and governmental capacity for ESC implementation.
- **Main goal:** To identify pathways to strengthen and advance government roles in effectively promoting sustainable consumption and to improve the overall performance of ESC implementation through capacity building measures.



Research Approach

Country case studies of governmental approaches to ESC in six countries from East and Southeast Asia.

Case Study Method: Based on open-ended interviews (with structured interview schedule) with government officers, practitioners, and civil society in each country. Per country, approximately 25 interviews were conducted (with general divide of 60% for national government, 20% one local government, and 20% civil society). Case studies were additionally supported by analysis of relevant policy documents.

- Primary research in China, Japan and Republic of Korea in 2010-11.
- Primary research in Malaysia, Philippines and Thailand in 2013-14.

Analysis: comparative capacity assessment of the current institutions and strategies for promoting SC and implementing ESC.

IGES

Key Characteristics of Countries

- **China:** Many policy efforts on sustainable production and green markets in China, but few related to sustainable consumption. Four main themes on SCP: 1) Energy Saving and Emissions Reduction, 2) Conservation-oriented Society, 3) Low Carbon society, and 4) Tax Preference.
- **Japan:** Strong policies aimed at developing infrastructures for SC and for public bodies to model best practice in SC: *Fundamental Law for Establishing a Sound Material-Cycle Society* (2000), the *Green Purchasing Law* (2000) and the *Green Contract Law* (2007).
- **Korea:** The *Five-Year Plan for Green Growth* enacted in 2009 set out the main framework under which SCP and ESC are addressed and led to a decrease in prioritisation but Green Growth Education emphasised.

IGES

Key Characteristics of Countries, ctd.

- **Malaysia:** Driven by progressive environmental policy, strong emphasis is now placed on low-carbon and green economy paths. Higher education plays a key role in advancing both ESD and ESC.
- **Philippines:** The strong history of Agenda 21 has provided a good system for implementation flow between national and local levels. The basis for addressing both ESD and ESC remain the National EE Action Plan.
- **Thailand:** Overall vision built on Sufficiency Economy Philosophy. Thailand is the only country where ESD and Sufficiency Living are included in the national curriculum with identified learning standards and indicators.

Analysis Results

Levers of Change: Capacity Development Core Issues & Responses			
INSTITUTIONAL ARRANGEMENTS	LEADERSHIP	KNOWLEDGE	ACCOUNTABILITY
<ul style="list-style-type: none"> Streamlined processes Clear definition of roles and responsibilities Merit-based appraisal mechanism Coordination mechanism 	<ul style="list-style-type: none"> Clearly formulated vision Communication standards Management tools Outreach mechanism 	<ul style="list-style-type: none"> Research supply and demand linkage mechanism Brain gain and retention strategies Knowledge sharing tools and mechanism 	<ul style="list-style-type: none"> Audit systems and practice standards Participatory planning mechanism Stakeholder feedback mechanism

Source: UNDP. (2010) *Supporting Capacity Development: The UNDP Approach*. New York: UNDP.

Institutional Arrangements

Components of Institutional Arrangements	China	Japan	Korea	Malaysia	Philippines	Thailand
Streamlined processes ⁽²⁾	2	2	1	2	1	2
Clear definition of roles and responsibilities	0	1	0	1	1	2
Merit-based appraisal mechanism	2	1	1	1	2	2
Coordination mechanism	1	1	2	1	2	0
Total Score for Institutional Arrangements	5	5	4	5	6	5

Scale: 0 – no identified examples; 1 – existing examples, but not mainstreamed across system; 2 – existing examples and identifiable achievements/impacts; 3 – mainstreamed across system and high achievements/impacts.

IGES Leadership

Components of Leadership	China	Japan	Korea	Malaysia	Philippines	Thailand
Clearly formulated vision	1	2	3	3	3	3
Communication standards	3	1	0	0	3	1
Management tools	0	2	1	3	1	2
Outreach mechanism	2	2	1	1	2	1
Total Score for Leadership	6	7	5	7	9	7

Scale: 0 – no identified examples; 1 – existing examples, but not mainstreamed across system;
2 – existing examples and identifiable achievements/impacts; 3 – mainstreamed across system and high achievements/impacts.

IGES Knowledge

Components of Knowledge	China	Japan	Korea	Malaysia	Philippines	Thailand
Research Supply & Demand Linkage Mechanism	2	2	1	3	2	3
Brain Gain and Retention Strategies	0	2	1	2	2	0
Knowledge Sharing Tools and Mechanism	2	1	1	0	1	2
Total Score for Knowledge	4	5	3	5	5	5

Scale: 0 – no identified examples; 1 – existing examples, but not mainstreamed across system;
2 – existing examples and identifiable achievements/impacts; 3 – mainstreamed across system and high achievements/impacts.

IGES **Accountability**

Components of Accountability	China	Japan	Korea	Malaysia	Philippines	Thailand
Audit Systems and Practice Standards	1	0	0	1	1	2
Participatory Planning Mechanism	0	1	1	1	2	1
Stakeholder Feedback Mechanism ⁽²⁾	0	1	1	0	1	1
Total Score for Accountability	1	2	2	2	4	4

Scale: 0 – no identified examples; 1 – existing examples, but not mainstreamed across system;
 2 – existing examples and identifiable achievements/impacts; 3 – mainstreamed across system and high achievements/impacts.

IGES **Findings & Recommendations**

Strengthening the governmental capacities for implementing effective ESC is a complex subject that must take into consideration the diversity of potential capacity building that is feasible for governments to undertake.

Five recommendations

- Roles and Responsibilities in promoting Sustainable Consumption;
- Applying Multiple Policy Mechanisms and Inter-Ministerial/Inter-Agency approaches;
- Define Policy Priorities and Target Areas for Sustainable Consumption;
- Improving Accountability as a means to strengthen the overall system;
- Addressing ESC as a thematic approach to ESD and SCP.

Roles and Responsibilities in promoting SC

- Governments are overburdened with responsibility for driving transitions in patterns of consumption and production.
- Governments should coordinate **better responsibility sharing** across a multiplicity of actors.
- **Multi-stakeholder networks** provide a cooperative dynamic, thus progress occurs as incremental improvements from different sectors on a regular basis in an add-on process.
- **Coordination between national and local governments** is important. Local governments can initiate effective ESC projects as they can better respond to local contexts and citizens' needs.

Applying Multiple Policy Mechanisms & Inter-Ministerial Approaches

- Governments have a **diverse range of policy tools** and mechanisms to use in promoting sustainable consumption.
- A **holistic and integrative approach** to promote sustainable consumption is needed.
- This approach should address the **physical infrastructures** for sustainable consumption, encouraging **individual practice**, influencing **socio-cultural values** and traditions that frame current lifestyles, and **improving political systems** and frameworks.

Define Policy Priorities and Target Areas for SC

- Confusion over the meaning of *more-sustainable* consumption hinders effective policy formation.
- **Identification of target consumption areas** that have significant environmental impacts to distinguish relevant actions that individuals can take for sustainable consumption.
- Need to **extend understanding of SC** beyond reducing environmental impacts through energy/resource efficiency by **clearly identifying the behaviours and values** needed to encourage this public transition towards SC.
- **Public participation in forming national visions** on low-carbon societies, SC and sustainable lifestyles to increase public ownership and responsibility for achieving these visions.

Improving Accountability as a means to strengthen the overall system

- Building accountability capacities at level of 1) inputs to the planning phase 2) throughputs of the implementation phase and 3) review of the outputs and results of the initiative.
 - 1) As input, **Participatory planning mechanisms** directly improves the accountability lever and indirectly adds strength to the institutional arrangements and leadership levers.
 - 2) As throughput to project implementation, a **work plan** detailing **target achievements/performance standards** will clarify required activities in an easily implementable manner.
 - 3) **Monitoring and Evaluation** can be utilised both as a system of checks and balances and also **as a learning tool** to identify the important strengths and weaknesses of a given project.

Addressing ESC as a thematic approach to ESD and SCP

- ESC can synergise different aspects of the overall sustainable development agenda, especially SCP, ESD and sustainable lifestyles.
- ESC provides a process of **active, communicative learning** that challenges patterns of behaviour through a process of **integrating science & values into a socially responsible worldview** that places the consumer at the center of a dynamic system rather than as an outside observer of a stable system.
- Reviewing the main drivers for sustainability, the **consumption driver** is where people can take significant personal action. Thus, if the goal is not just to achieve citizen acceptance for the idea of sustainable development, but also to achieve their commitment in making this transition then **sustainable consumption is the appropriate starting point**.

Future of ESC and SL

November 2014

UNESCO World Conference on ESD in Japan

- **Post DESD**
→ **Global Action Programmes on ESD**
- **10-Year Framework of Programmes on SCP**
→ **Sustainable Lifestyles and Education Programme (SLE)**
- **Vital role from Asian countries !**

*Thank you for
your attention!*

Institute for Global Environmental Strategies
Strategic Policy Research to Support a Sustainable Asia-Pacific



Models for Lifestyle Choice & Case Studies of ESC & SL


Advancing Education for Sustainable Consumption & Sustainable Lifestyle Practices in China,
National Roundtable Discussion

25-26 October 2014
Beijing Normal University, China

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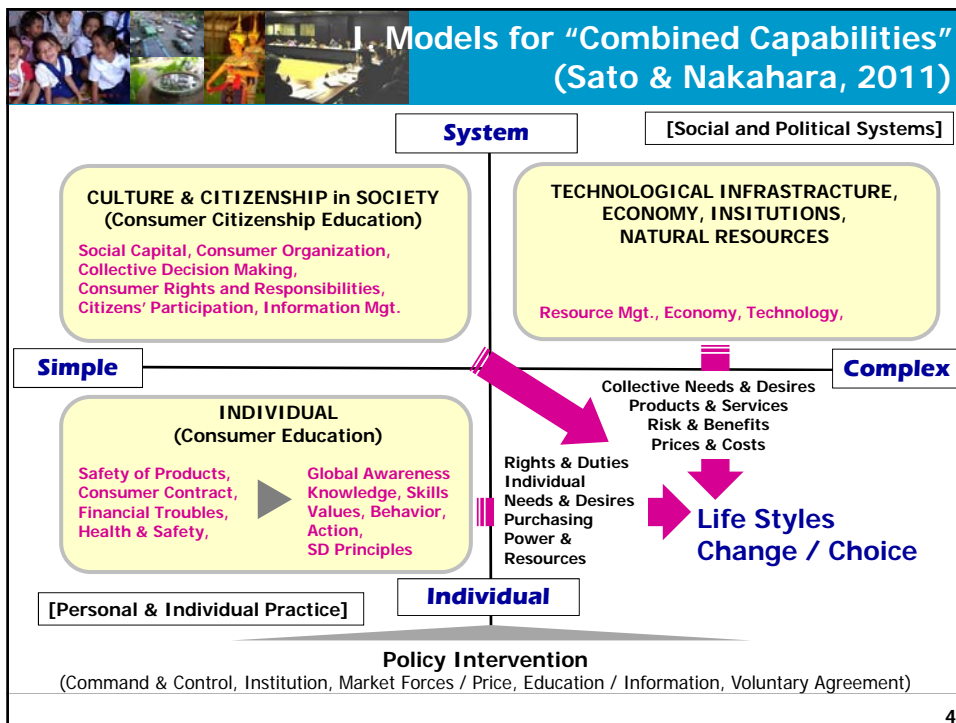
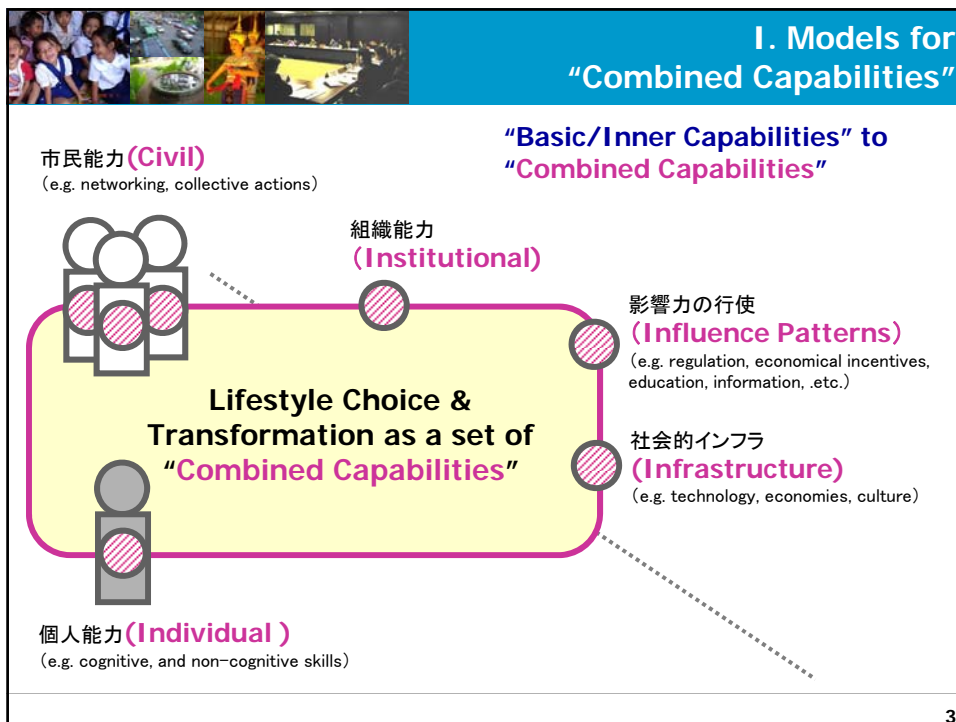


I. Models for "Combined Capabilities"

I. "Combined Capabilities"



2



I. Models for "Combined Capabilities" (IGES, 2009)

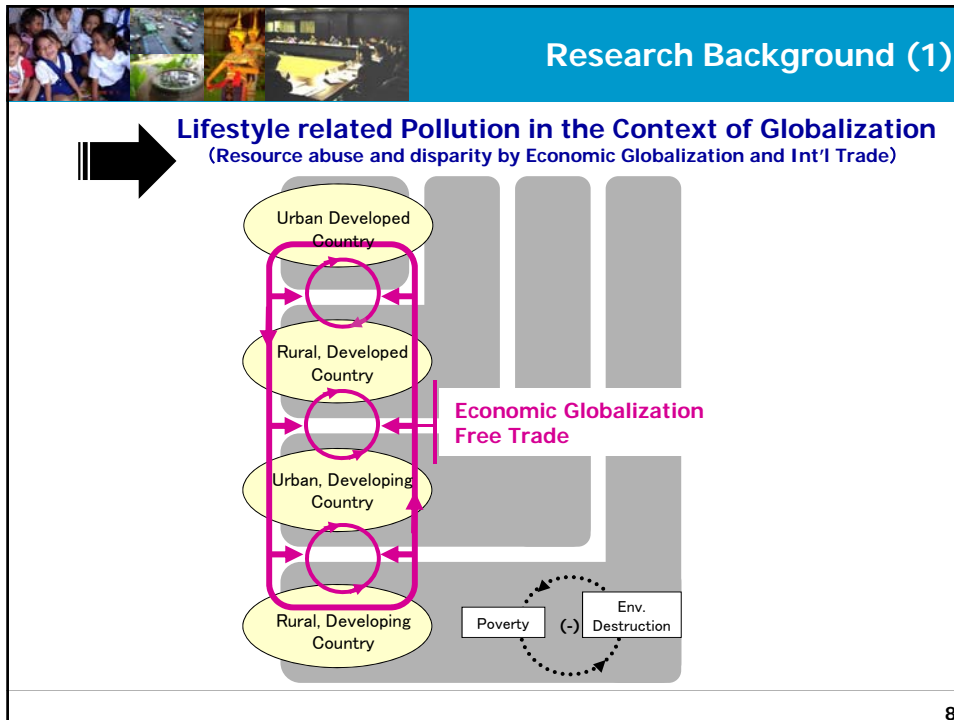
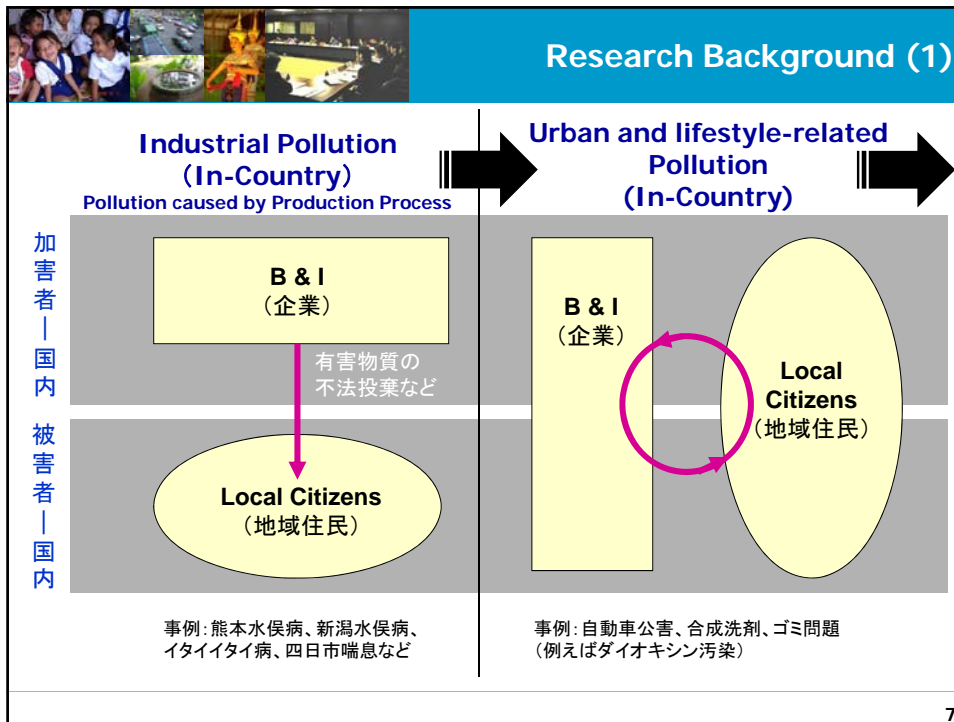
1	Catalyzing Practice of Sustainable Consumption <i>Procedural Steps for systematic development towards sustainable consumption</i> Enable – remove barriers to sustainable consumption, develop supportive infrastructure, educate and give information about how to consume sustainably; Encourage – reward good behaviour, penalise bad behaviour, and enforce minimum standards; Engage – involve the public, communicate and campaign, utilise media resources, stimulate community action; Exemplify – lead by example, develop good practice and achieve a policy consistency; Catalyse – building from the other four points, make major shifts in social and cultural habits to engender a cultural paradigm grounded in sustainable practice.	Structure of Initiatives
2	Promote Responsible Behaviour <i>Stages of Change in a decision-maker's consumption practices</i> Precontemplation – the decision-maker is unaware of subject and information (education and awareness raising is necessary to initiate contemplation); Contemplation – the decision-maker begins to consider the subject, but does not link to action (clear linkages must be drawn between the issue at hand and the individual's daily practices); Decision/ Determination – conscious choice is made to take action and incorporate into daily practices (practical examples to support action must be demonstrated); Action – the decision-maker tests/experiences ways to incorporate new beliefs into practical behaviour (new behaviour and action must be supported and rewarded); Maintenance – the decision-maker continues with regular practice of this new behaviour and incorporates into practices of a wider community (links should be drawn between new behaviour and wider socio-cultural changes).	Target: Personal and Individual Practice
3	Develop Environmental Citizenship <i>Effective Value Promotion for Consumers' proactive participation in sustainable consumption</i> Pro-environmental values – a personal belief that protecting the environment is important; Individual Empowerment – that each person can be a powerful agent of change; Responsibility – a sense of environmental citizenship and duty; Simple actions – recognition that little steps can lead to big impacts; Future Vision – an inspired view of achieving a sustainable society.	Target: Social and Political Systems
4	Influence Patterns of Consumption <i>Efficient Tools and Instruments governments can utilise to encourage SCP</i> Regulatory instruments – Used mainly to enforce minimum standards; Economic instruments – Negative taxing, positive subsidies and green procurement strategies; Educational instruments – Research/development, production training, public education, participatory learning methodologies, critical analysis techniques; Generative instruments – Improved production by technology transfer and voluntary agreements; Informational instruments – Consumer information; eco-labelling, auditing and reporting, environmental quality targets, consumer advice.	Target: Social and Political Systems
5	Develop Supportive Infrastructure for SCP <i>Preconditioning Factors of Consumption to consider in developing a supportive infrastructure</i> Economic development – secure access to sustainable purchasing choices, reduce product costs, improve productivity and strengthen sustainable livelihood opportunities; Technological progress – Reduce resource consumption, promote product efficiency and dematerialisation; Political settings & policy actions – Provide supportive political framework for transition to sustainable consumption and low-carbon lifestyles, also ensure policy consistency; Cultural & Historical contexts – Respond to deep-set codes of conduct that frame knowledge and behaviour; Social factors and conditioning – Address social meaning and symbolic value of material possession; Psychological motives – Address personal understandings of happiness and quality of life.	Target: Social and Political Systems

Choi M., Didham, R. 2009, IGES White Paper

II. "Combined Capabilities" Case Study: JAPAN

II. "Combined Capabilities" Case Study: JAPAN (with ESC Governmental Capacity)

Contributing Factors for the Promotion of "Education for Sustainable Consumption (ESC)" in Japan, based on IGES Tripartite Comparative Case Study on ESC Governmental Capacity

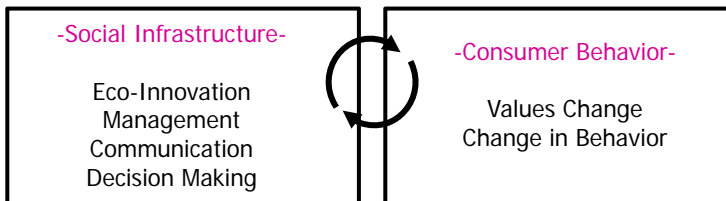




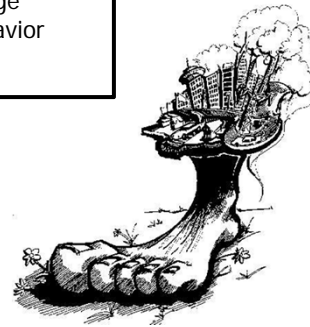
Research Background (1)

Basic Stance:

Ecological Footprint (Env. Capacity) and Sustainable Consumption



- **Input Less (quantity)**
- **Input Better (quality)**
- **Consume Less (quantity)**
- **Consume Better (quality)**
- **Non-materialism,**
- **Sharing (goods & service)Culture**



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Research Background (2)

National Strategy & Legislative Framework related to ESC

National Strategy

- 21 Century National Environmental Strategy (2007)
- ESD Action Plan (2006)
- Japan Unveils Plan for Growth (2010)

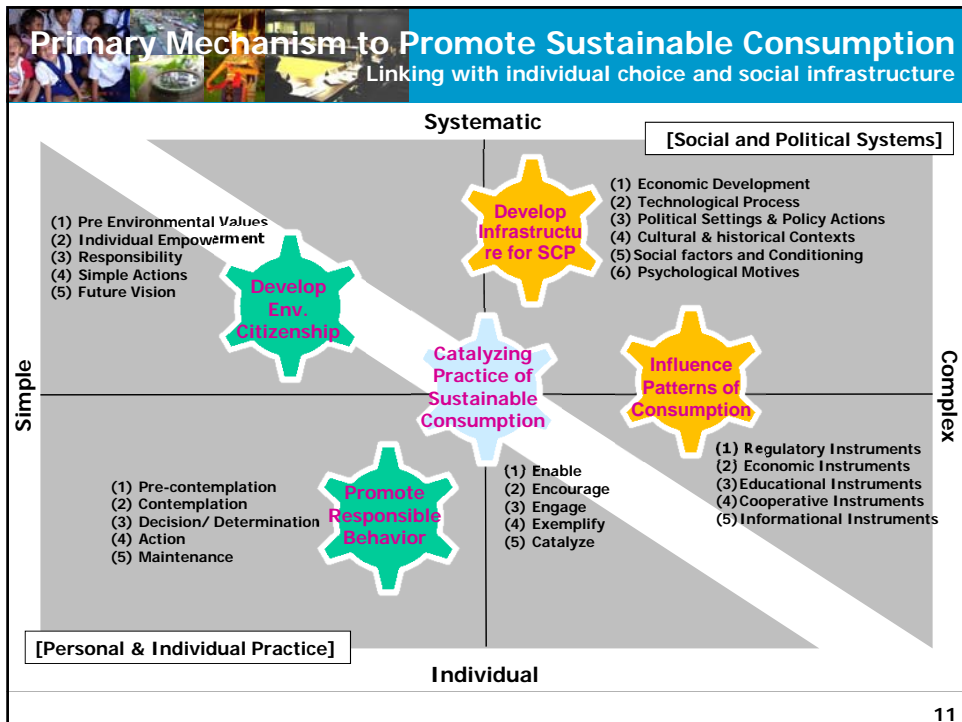
Law

- Law on Promoting Green Purchasing (1996)
- Green Contract Law (2007)
- Law for Enhancing Motivation on Environmental Conservation and Promoting of Environmental Education (2003)
- Formulation of "Basic Promotional Plan for Education" (2008) and Revision of "Courses of Study" (2008)
- Basic Law for the Promotion of Recycle oriented Society (2000)

Abbreviation

- EE:** Environmental Education
- ESC:** Education for Sustainable Consumption
- ESD:** Education for Sustainable Development
- SCP:** Sustainable Consumption & Production
- FE:** Formal Education
- NFE:** Non-Formal Education

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Research Findings

Case Based (Ministry of Education)

[Overall]

- Formal Education , Non Formal Education (Life Long Learning)
- Revision of National Curriculum (Course of Study) with "Sustainability aspects"

[Main Focus]

1.Promote Responsible Behavior

- EE as a priority theme, in cross curriculum
- EE Guideline Developed, ESD in FE is being researched
- EE in the subject of science & social studies (Junior High School)
- Pre-contemplation, Contemplation, Decision / Determination, Action, Maintenance

2.Develop Environmental Citizenship

- Not clearly identified ESC in educational policy
- ESC text book in the Subject of Home Economics (High School) was developed and used
- Limited times for ESC in class
- Consumer Education & NFE as a part of Lifelong Learning
- Pro-environmental values, individual empowerment, responsibility, simple actions, Future Vision.

Promote Responsible Behavior

Develop Env. Citizenship

-Law for Enhancing Motivation on Environmental Conservation and Promoting of EE (2003)
 -Formulation of "Basic Promotional Plan for Education" (2008) and Revision of "Courses of Study" (2008)
 - Life Long Learning Promotion Law(1990)

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Research Findings

Case Based (Ministry of Environment)



Seminar on Green Purchasing.
In cooperation with GPN
www.shigagpn.gr.jp/katudo/07/070823semi.htm



-Law on Promoting Green Purchasing (1996)
 -Green Contract Law (2007)
 -Law for Enhancing Motivation on Environmental Conservation and Promoting of Environmental Education (2003)



Develop
Env.
Citizenship



Develop
Infrastructure
for SCP



Catalyzing
Practice of
Sustainable
Consumption

[Overall]

- Environmental Policy Setting
- In Cooperation with GPN, Japan Environment Association, NGO&NPOs
- Providing obligation to local authorities for striving hard to follow "Law on Promoting Purchasing"

[Main Focus]

- 1. Develop Environmental Citizenship**
 - Pro-environmental values, individual empowerment, responsibility, Future Vision.
- 2. Develop Infrastructure for SCP**
 - Political Settings & Policy Actions, Social factors and Conditioning
- 3. Influence Patterns of Consumption**
 - Educational Instruments, Cooperative Instruments, Informational Instruments
- 4. Catalyzing Practice of Sustainable Consumption**
 - Enable, Encourage, Engage, Exemplify

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Research Findings

Case Interview (METI)



<http://eco-pro.com/eco2010/highlights/index.html>



<http://www.cfp-japan.jp/english/>

-Japan Unveils Plan for Growth
 -Carbon Footprint System



Develop
Infrastructure
for SCP



Influence
Patterns of
Consumption

[Overall]

- Eco Innovation, Social Infra Structure Setting
- Based on Carbon Footprint System
- Promoting Eco Innovation & Green Market
- Carbon Footprint System

[Main Focus]

- 1. Develop Infrastructure for ESP**
 - Economic Development, Technological Process, Political Settings & Policy Actions
- 2. Influence Patterns of Consumption**
 - Regulatory Instruments, Economic Instruments, Cooperative Instruments, Informational Instruments
 - Involvement school students into Eco-Products Exhibition

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Research Findings

Case Interviews (Kanagawa Prefecture)




Plan → Action → Check → Do → Plan

EMS

×

[Consume Better] [Consume Less]
% of Green Energy Use, etc.
Purchasing

Green Procurement
by Local Government

[Overall]


- Based on ISO 14001 Management (PDCA cycle) to the all members of Pref. government
- Leading pref. in cooperation with GPN,
- % of Green Purchasing: 95%
- Agenda 21 with active participation to the anti Climate Change, to the promotion of 3Rs
- My agenda project for households (84,000 local citizens participated, 5,000 Questionnaire Survey obtained)

[Main Focus]

- 1. Institutional Management (EMS)**
 - Green Procurement by Local Government
 - Environmental Management System
- 2. Promote Responsible Behavior**
 - Pre-contemplation, Contemplation, Decision / Determination, Action, Maintenance
- 3. Develop Environmental Citizenship**
 - Pro-environmental values, individual empowerment, responsibility, simple actions, Future Vision.


Catalyzing
Practice of
Sustainable
Consumption


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Research Findings

Case Interview (Yokohama City)





nakakmb.exblog.jp/m2008-06-01/

[Overall]

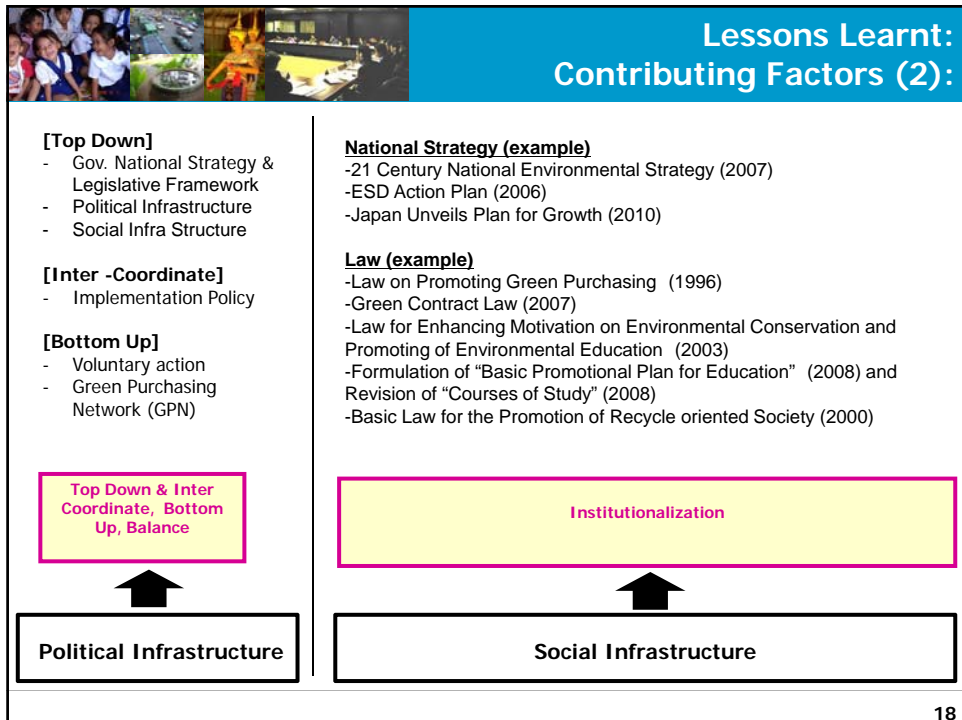
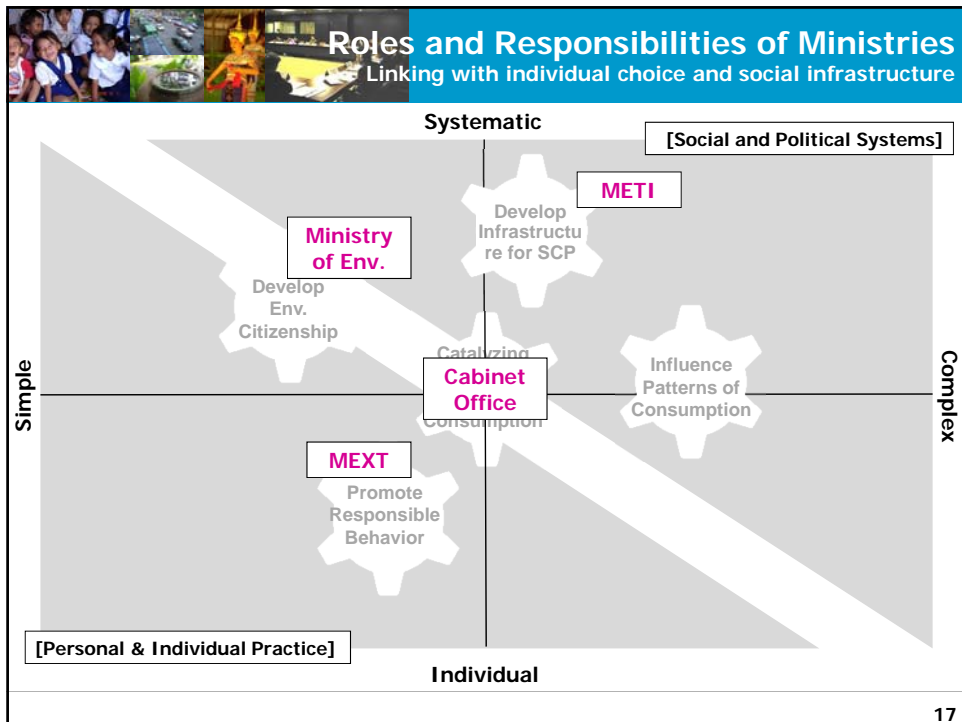
- Biggest City designated by ordinance (4.3million)
- Self Environmental Management
- Active participation of NPO/NGOs, Volunteers
- Active Educational practices

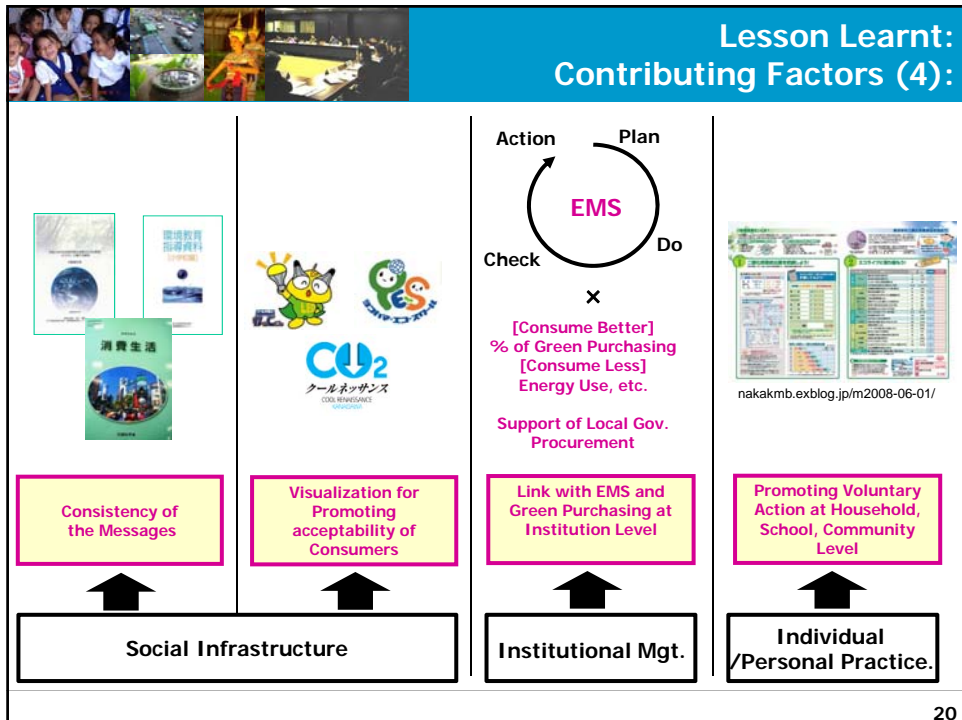
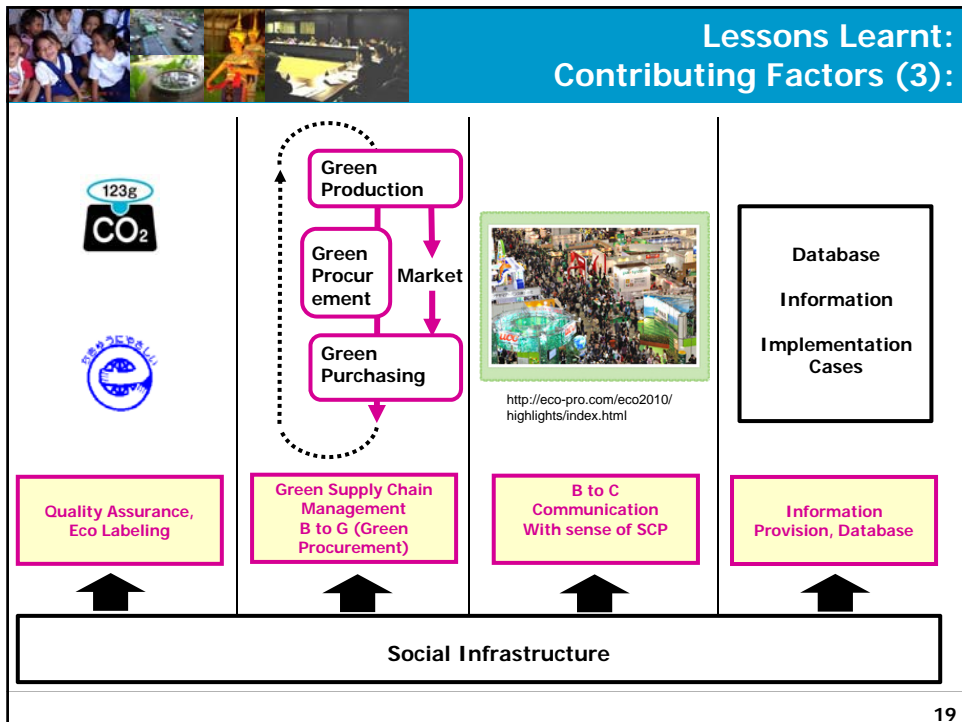
[Main Focus]


- 1. Promote Responsible Behavior**
 - Pre-contemplation, Contemplation, Decision / Determination, Action, Maintenance
- 2. Develop Environmental Citizenship**
 - Yokohama Eco-School (YEC) for the promotion of partnership for EE.
 - Pro-environmental values, individual empowerment, responsibility, simple actions, Future Vision.

Catalyzing
Practice of
Sustainable
Consumption

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III. Models for Life Style Choice

III.


"Models for Life Style Choice"




Urban Gardens




Vegetable Bag Subscription



Voices For Change
Participatory Action Research in Sustainable Change




Family Take Away




Energy Coach Services


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III. Models for Life Style Choice



Family Take Away




Food Purchase Group




Food Atelier




Urban Garden



Local Organic Canteen




Vegetable Bag Subscription



Urban Composting Atelier




Comfort Management Services



Clothing Care services



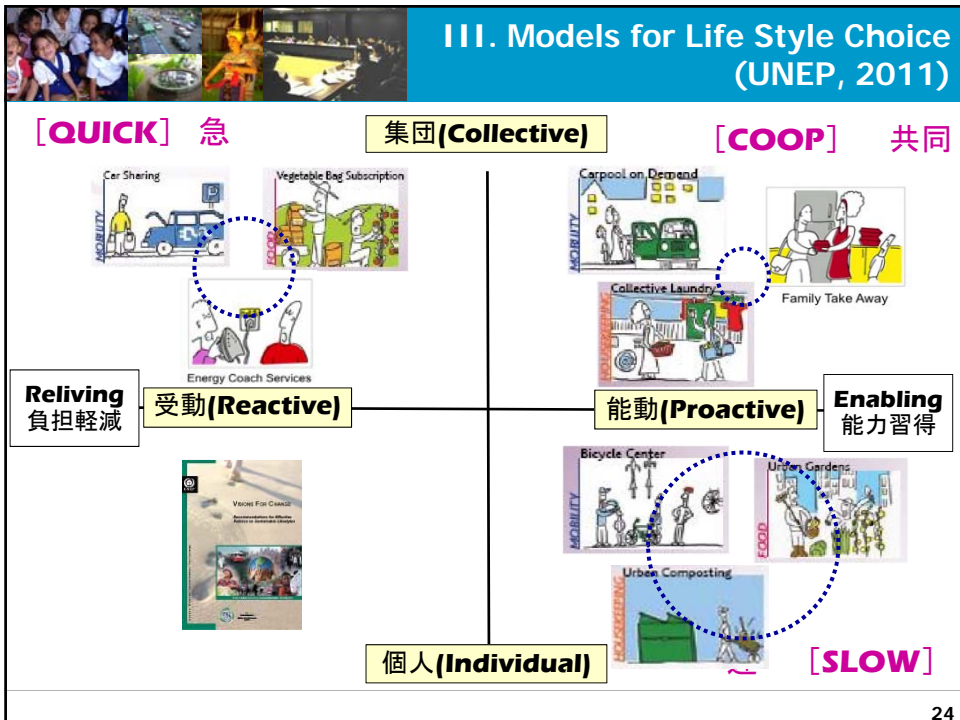
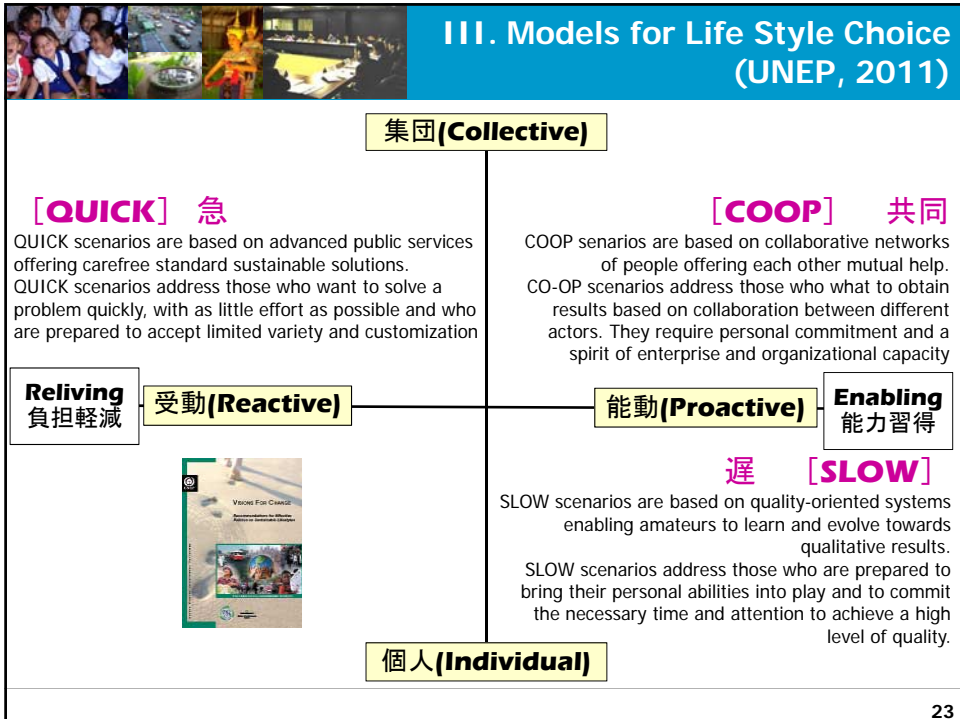
Energy Coach Services

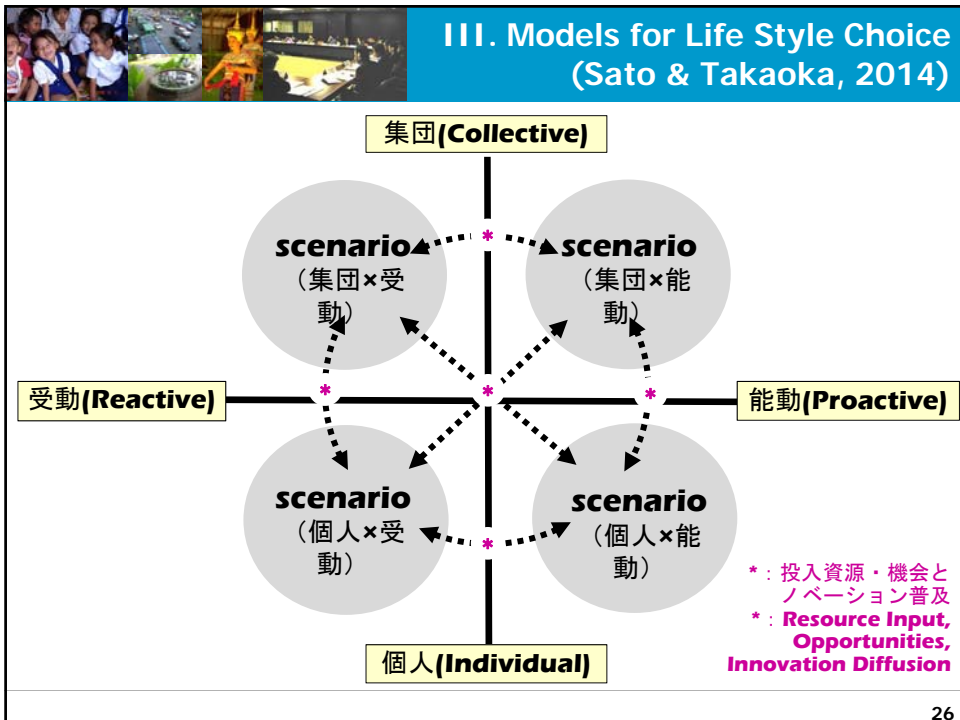
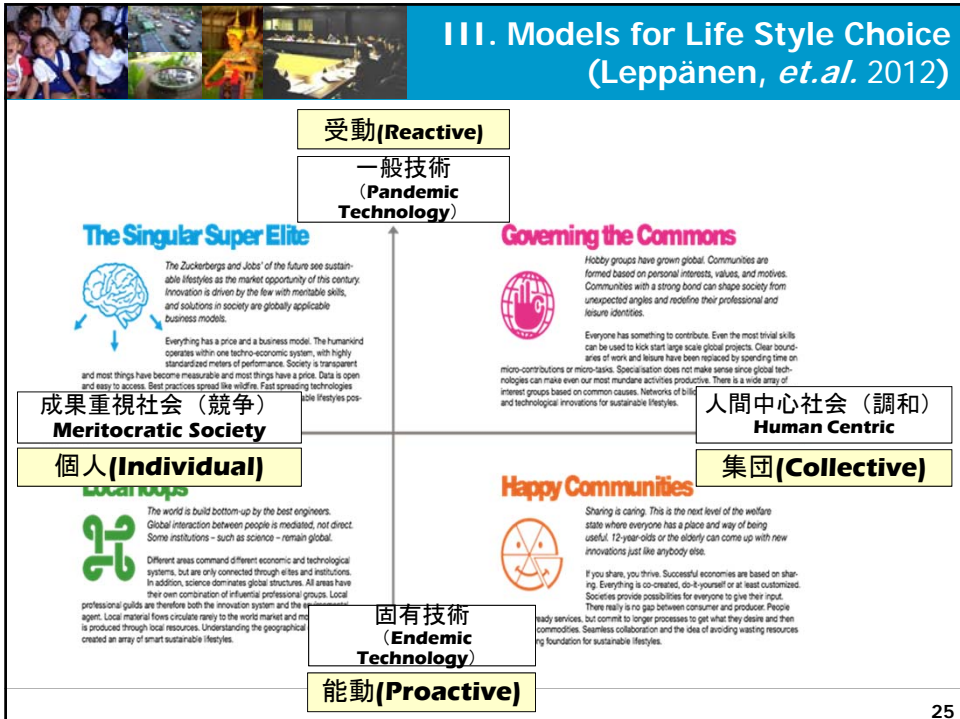


Laundry on the Rooftop



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IV. "Lifestyle Choice"
Case Analysis: JNCCA(2013-14)

IV. Case Analysis
JNCCA: Food X CCE with Lifestyles

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IV. Case Analysis
(JNCCA, 2014)

**Training Program for "Food Instructor",
included Environmental Components as CCE / ESD
in linked with individual / collective &
reactive and proactive understanding of lifestyles**

日時: 2014年9月28日(日) 14:15~15:45 / 会場: 服部栄養専門学校 本館
参加者: 約350名
日本食育インストラクター1, 2級資格認定合同研修会

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Session 2 – Summary of Dialogues Chinese Policy and Practice on ESC & SL

Chairperson: Mr. Danilo Padilla, UNESCO Bangkok

China Case Study on ESC Implementation

Presentation: Beijing Normal University, Dr. Tian Qing

Current Status of Policy and Practice on ESC & SL in China

Presentation: Ministry of Environmental Protection China, Dr. Yang Ke

Shangri-La Where, What and How: SISC's Practices for SL

Presentation: Shangri-La Institute for Sustainable Communities, Mr. Xie Peihong

Dr. Tian Qing from Beijing Normal University gave a presentation on the China Country Case study on Governmental Capacity for ESC implementation. She summarised the findings of her research and shared recommendations. The main point recommendation was that it is necessary to cooperate between the leading section in Government and NGOs in order to promote relevant policy and also to build ESC capacity among government, educators, universities, and grassroots practitioners. She suggested that the traditional top-down governmental model needs to be modified into a new governance approach which considers all the necessary stakeholders full involvement for the effective implementation of ESD and advancement of sustainable lifestyle practices..

Dr. Yang Ke from the Center for Environmental Education and Communication of the Ministry of Environmental Protection gave an overview of current status of policy and practice on ESC & SL in China. She especially gave attention to the Environmental Protection Law introduced this year – Chapter 1: General Provision and Chapter 5: Environmental Information Disclosure and public participation. Both Chapters emphasise environmental protection as a state basic policy and also the need for strong public and individual engagement and participation in the enactment of these policies. The National Action Programme for Environmental Publicity and Education (2011-2015) aims to strengthen environmental education and enhance awareness of environmental protection across the whole society. It encourages improving the leadership of public opinion, strengthening society-oriented publicity, and guiding rational public participation in environmental issues. She brought up the vital role of Netizens (i.e. internet + citizens) of China who became the biggest political pressure group and their public communication and participatory practice regarding ESC and sustainable lifestyles through social media platforms.

Mr. Xie Peihong from Shangri-La Institute for Sustainable Communities (SISC), China gave his presentation entitled Traditional Values Will change Your Mind and Sight. He introduced SISC, as its name indicated, works at the grassroots communities of Shangri-La county, Yunnan Province of China in order to promote and practice Education for Sustainable Development. SISC focus on the traditional cultural values and the indigenous knowledge by way of social learning and public participation. He believes that if we want to bring about good and fundamental change in people's behaviors, we should target first their minds through education on traditional values. He also introduced the Chinese traditional philosophical values of nature from Laozi and Confucius, two great philosophers and educators; for example, Nature Is the Way (道法自然) was taught by Laozi and Heaven and Man are one (天人合一) by Confucius. These two values could be understood in similar sense, while Laozi stressed on nature and Confucius on Man. In the current industrialisation and modernisation, traditional values are not popular but still vividly alive at the local community level where living a humble and frugal lifestyle still exists and, recently, there are hopeful signs that Confucius is coming back, according to his explanation. SISC has a mission to overturn consumerism and materialism into sustainable lifestyles by promoting ESD and ESC at the grassroots communities, the primary and middle schools, and then through expanding to the broader frontiers of the city people.

China ESC case

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Beijing Normal University

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Contents

- ❖ 1. Collecting the research materials
- ❖ 2. Conclusion
- ❖ 3. Suggestion
- ❖ 4. New governance

1. Collecting the research materials

- ❖ Collecting government documents and program report of NGOs in Sustainable Consumption and Education for Sustainable Consumption from website

No.	Government	Feature
1	State Council	Mid level in No.; Wide in range
2	National Committee of Development and Reform	Higher level in No.; Wide in range
3	Ministry of Environmental Protection	Higher level in No.; Wide in range
4	Ministry of Finance	Mid level in No. Focus on special production
5	Ministry of Commerce(China Consumer Association)	Mid level in No. Focus on special thing
6	Press and Publishing Administration	Low in level in No.
7	Ministry of Agriculture	Mid in level in No.
8	Forest Administration	More than Mid level in No.
9	Ministry of Education	Less than Mid level, passive, more actions in schools
10	Ministry of Industry and Information	More than Mid level in No.
Local Government		
11	Beijing Committee of Development and Reform	Focus on implement the policy at local level
12	Beijing Municipal Environmental Protection Bureau	More actions implementation

Collecting the research materials

- ❖ Collecting research materials by interviewing government officers and program officers in NGOs

Interview: Central Government

No.	Category	Government	Division	Position	Date
1	Central Government	Ministry of Environmental Protection	Environmental Certification Division	Deputy Director	Afternoon, 11 th Oct., 2010
2	4 Ministries		Propaganda section of CEEC	Deputy Director	Morning, 27 th Oct., 2010
3			Comprehensive Section of CEEC	Director	Afternoon, 1 st Dec., 2010
4	8 officers		Edu, section of CEEC	Prog. Manager	Noon 1 st Dec., 2010
5		National Committee of Development and Reform	International economic co-operation section	Director	Afternoon, 29 th Sept., 2010
6		China Consumer Association, Ministry of Commerce		Deputy Director	Morning, 3 rd Sept., 2010
7		Ministry of Education	Curriculum section	Director	Noon 10 th Sept., 2010
8			Learning and teaching material section	Director	Afternoon 10 th Sept., 2010

Local Government

No.	Category	Government	Division	Position	Date
9	Local Government 1 organization 2 persons	Beijing Municipal Environmental Protection Bureau	Propaganda and Education Section	Director	Afternoon, 16 th Nov. 2010
10			Propaganda and Education Section	Deputy Director	Afternoon 16 th Nov. 2010

NGOs

No.	Category	Organization	Division	Position	Date
11	International NGO 3 organizations and 4 persons	Green Peace	Food program	Pro. manager	Noon, 17 th August, 2010
12			Forest program	Pro. Manager	Afternoon 17 th August, 2010
13		Forest Stewardship Council (FSC)		Pro. Manager	Morning 30 th August, 2010
14		Institute of Sustainable Community		Assistant of Chief	Morning, 30 th August, 2010
15	Local NGO	Shanshui conservation Center		Director	Afternoon 27 th August, 2010
16	4 organization, 4 persons	Global village	Community program	Pro. Manager	Morning, 19 th August, 2010
17		Global Environmental Institute	Energy program	Pro. Manager	Afternoon, 30 th August, 2010
18		China Youth Climate action Network(CYCAN)		Pro. Manager	Morning, 20 th August, 2010

2. Conclusion: What have been done in SC?

Government

- 1 Government think SC is one of the key area for the low-carbon society construction.
- 2 Had done some important works, but there are still great potential to promote deeply and widely in the future
- 3 Government is powerful, has great wide influence in propaganda
- 4 The effects of the policy resulted from cross-Ministry are good.
- 5 It needs the leading section to promote SC. Now it 's MEP
- 6 MEP promote SC with very great efforts
- 7 Once the central government enacted policy and ensured the fund, there is no problem for the local government to implement.

NGO

- 1 NGOs think SC is key to Sustainable Development
- 2 Have started to do some works, but there are still huge potential to promote more in the future
- 3 NGO is with good flexibility, their implementation have deeply influence in action
- 4 The effects of program with crossover co-operation with varied stakeholders are good and have deep influence
- 5 It needs special program to promote SC, which exist in some NGOs work like Green Peace, FSC, GIZ, Tiandirenhe, etc.
- 6 Not many NGOs promote program in SC, the range of the exit program are limited in some items like food and forest, kintgarden education
- 7 NGO can promote SC with supports from both fund and capacity.

2. Conclusion: Problem, difficulty and obstruction in SC

Government

- 1 Lack of corresponding education to help the leading section to promote SC.
- 2 Once touch with the economic area, there will be obstruction from other administration powers to disturb the works of the leading section like MEP
- 3 There are challenges to promote cross-Ministry co-operations.

NGO

- 1 Lack of cognition and capacity building to help NGO to promote enough SC program.
- 2 NGO depends on fund to survival and work, no fund no work.
- 3 The co-operation work of crossover is not enough far away, and lack of the awareness of crossover in NGO.

2. Conclusion: Education for Sustainable Consumption

❖ **Government**

- ❖ 1 It was called green consumption in China not use the word of SC. There is some works about ESC, but fragmentary in other certain programs and lack of system design
- ❖ 2 Lack of ESC in the program of SC. It's really need ESC to help to promote SC easier
- ❖ 3 The communication and education sections in government depart from the needs of the professional section of SC.

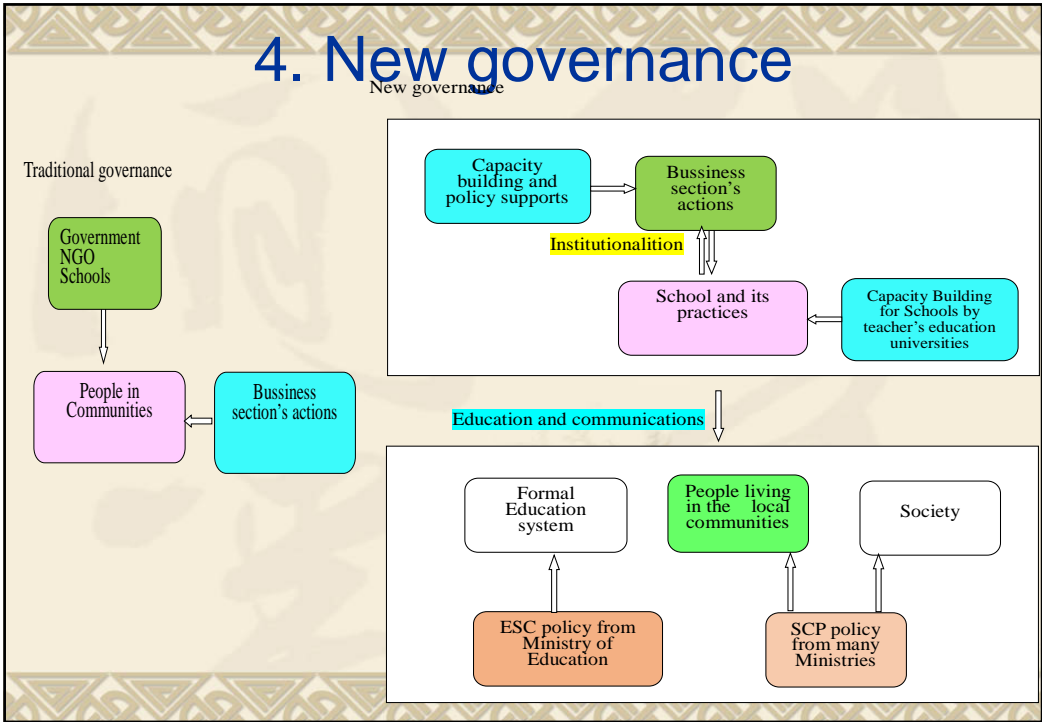
❖ **NGO**

- ❖ 1 There is some works about ESC, but fragmentary in other certain programs, and lack of special program to make it have deep influence
- ❖ 2 The program on SC needs help from ESC to give basic information to wake the awareness of consumer, and give consumers some suggestion and knowledge
- ❖ 3 The work in NGO sometimes depart from or not depend on the priority issues in reality but depend on the willingness of doners, because of their struggles to survival.
- ❖ 4 Fund frequently decides the direction of NGO's focus. So works in NGO are imported and guided by

3. Suggestions

- ❖ Leading section in Government and crossover co-operation in NGOs promoting the policy together are necessary
- ❖ Varies channels for fundraising, eg. Government, CRS, international
- ❖ Capacity building: Not only to the government, but also to the educators and universities to equip them with the willingness and capacity to implement ESC.
- ❖ Construct the Eco-socialism/Eco-civilization to promote the society to the direction of Sustainability: The government should concern about top-level design to the EE/ESD and ESC. The action plan in ESC should be designed in system way in order to promote and implement it successfully including identifying the target group, implement ways and channels, education tools and methods, leading section, aims in different stages and

4. New governance



Thanks for your attention!

中国可持续消费教育 及生活方式的现状与政策

杨珂，环境保护部宣传教育中心
2014年10月25日，北京

Current Status of Policy and Practice on ESC & SL in China

Yang Ke , CEEC, MEP China
OCT 25 , 2014 , Beijing

环境保护法（2014）

■ 第一章 总则

- 第四条 保护环境是国家的基本国策。
 - **国家**采取有利于**节约和循环利用资源**、保护和改善环境、促进人与自然和谐的经济、技术政策和措施，使经济社会发展与环境保护相协调。
- 第五条 环境保护坚持保护优先、预防为主、综合治理、**公众参与**、损害担责的**原则**。
- 第六条 一切单位和个人都有保护环境的义务。
 - **公民应当**增强环境保护意识，**采取低碳、节俭的生活方式**，自觉履行环境保护义务。

Environmental Protection Law (2014)

■ Chapter 1 : General Provision

- Article 4: Protect environment is a basic state policy.
 - **The State** adopts economic and technological policies and measures in favor of **saving and recycling use of resources**, to protect and improve the environment and promote harmony between economic and social development and environmental protection.

Environmental Protection Law (2014)

■ Chapter 1 : General Provision

- Article 5: **The principles** of giving priority to protection and prevention, comprehensive control and treatment, **public participation**, and who damage who take responsibilities should be insisted in Environmental protection.

Environmental Protection Law (2014)

■ Chapter 1 : General Provision

- Article 6: **All units and individuals** shall have the obligation to protect the environment.
 - **Citizens** should enhance the awareness of environmental protection, take the **low carbon, frugal lifestyle** and fulfill the obligation of environmental protection conscientiously.

环境保护法（2014）

- 第九条 各级人民政府应当加强环境保护宣传和普及工作，鼓励基层群众性自治组织、社会组织、环境保护志愿者开展环境保护法律法规和环境保护知识的宣传，营造保护环境的良好风气。
 - 教育行政部门、学校应当将环境保护知识纳入学校教育内容，培养学生的环境保护意识。
 - 新闻媒体应当开展环境保护法律法规和环境保护知识的宣传，对环境违法行为进行舆论监督。

Environmental Protection Law (2014)

- Chapter 1 : General Provision
 - Article9: Governments at various levels shall strengthen communication and popularization of environmental protection, encourage grass-roots organizations, social organizations and volunteers to publicize environmental protection knowledge, laws and regulations, to create a good atmosphere for environmental protection.

Environmental Protection Law (2014)

■ Chapter 1 : General Provision

- Article 9: The administrative **departments of education, schools** should include the environmental protection knowledge into the content of school education, to cultivate **students' consciousness** of environmental protection.
- The **news media** shall inform environmental protection knowledge, laws and regulations to the public, and take roles of **public supervision** on environmental violations.

环境保护法（2014）

■ 第五章 信息公开和公众参与

- 第五十三条 公民、法人和其他组织依法享有获取**环境信息、参与和监督**环境保护的权利。
 - 各级人民政府环境保护主管部门和其他负有环境保护监督管理职责的部门，应当依法**公开环境信息**、完善**公众参与程序**，为公民、法人和其他组织参与和监督环境保护提供便利。

Environmental Protection Law (2014)

- Chapter 5: **Environmental Information Disclosure** and **public participation**
 - Article 53: **Citizens, legal persons and other organizations** have legal rights of access to **environmental information, participation** in and **supervision** on environmental protection.
 - Environmental protection **administrative departments** and other responsible departments at all levels, shall **disclose environmental information**, improve **public participation procedures**, and to **provide convenience** for citizens, legal persons and other organizations to participate in and supervise on environmental protection.

The National Action Program for Environmental Publicity and Education (2011—2015)

- Strengthen environmental publicity and education, enhance **awareness** of environmental protection of the whole society;
- Promote the establishment of **social action** system of **public participation** in environmental protection.
- To accelerate the construction of **resource-saving, environment-friendly society**, to create a good atmosphere and social environment for the improvement the level of ecological civilization.

2014年全国环境宣传教育工作要点

- 以邓小平理论、“三个代表”重要思想、科学发展观为指导，深入贯彻落实党的十八届三中全会、习近平总书记系列重要讲话、2014年全国宣传思想工作会议和全国环境保护工作会议精神，紧紧围绕中心、服务大局，**着力提高舆论引导能力和水平**，**着力加强面向社会宣传教育**，**着力引导环保公众理性参与**，**着力提升宣教能力和队伍素质**，为环保事业的发展营造良好社会氛围和舆论环境。

Key Works of the National Environmental Publicity and Education, 2014

- To improve the **leadership** of public opinion ;
- To strengthen **society oriented** publicity and education ;
- To guide **rational public participation** in environmental issues;
- To enhance the organizational **capacity building** of the environmental publicity and education.

“同呼吸共奋斗”行为准则

- 第一条**关注空气质量**。遵守大气污染防治法律法规，参与和监督大气环境保护工作，了解政府发布的环境空气质量信息。
- 第二条**做好健康防护**。重污染天气情况下，响应各级人民政府启动的应急预案，采取健康防护措施。
- 第三条**减少烟尘排放**。不随意焚烧垃圾秸秆，不燃用散煤，少放烟花爆竹，抵制露天烧烤。
- 第四条**坚持低碳出行**。公交优先，尽量合作乘车、步行或骑自行车，不驾驶、乘坐尾气排放不达标车辆。

“同呼吸共奋斗”行为准则

- 第五条**选择绿色消费**。优先购买绿色产品，不使用污染重、能耗大、过度包装产品。厉行节约，节俭消费，循环利用物品，参与垃圾分类。
- 第六条**养成节电习惯**。适度使用空调，控制冬季室温，夏季室温不低于26度；及时关闭电器电源，减少待机耗电。
- 第七条**举报污染行为**。发现污染大气及破坏生态环境的行为，拨打12369 热线电话进行举报。
- 第八条**共建美丽中国**。学习环保知识，提高环保意识，参加绿色公益活动，共建天蓝、地绿、水净的美好家园。

Common Struggle for Our Breath Code of Action

- Pay attention to air quality.
- Take measures for health protection.
- Reduce smoke and dust emissions.
- Stick to low carbon travel.
- Choose green consumption.
- Form electricity saving habitation.
- Report pollution events.
- Contribute to a beautiful china.

Stakeholders in ESC and SLP



Government and
Policy Makers

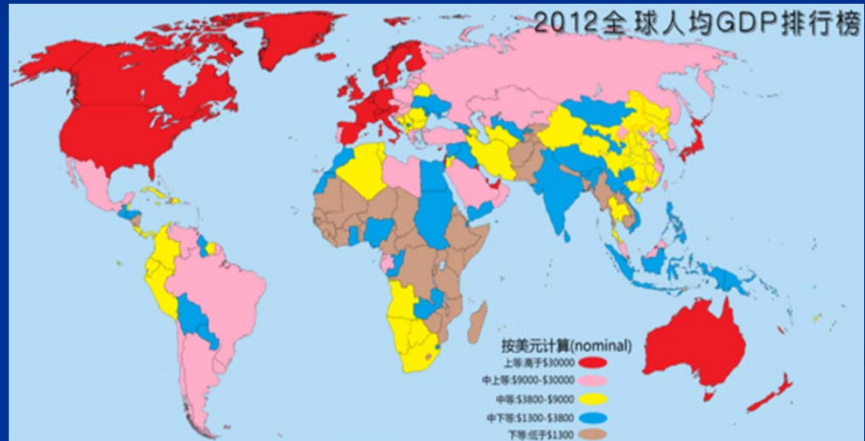


Business and
Producers



Public and
Consumers

Why Development in China ?



Eco-footprint per Chinese is 2.5 Times of its Biological Capacity

中国生态足迹报告 2012

中国的生态足迹

2008年,中国的人均生态足迹为2.1全球公顷,低于全球平均的人均生态足迹(2.7全球公顷),但也高于全球人均生物承载力水平(1.8全球公顷),排名世界第74位(图1.5、1.6)。

中国生态足迹总量2008年达到29亿全球公顷,尽管中国的人均生态足迹仅为世界平均水平的80%,但由于人口数量大,其生态足迹总量是全球各国中最大的。相比较而言,美国的人均生态足迹为7.2全球公顷,是中国的3.4倍,排名世界第六。但是,由于人口规模相对小,美国的总生态足迹为22亿全球公顷,低于中国的生态足迹总量。

自20世纪70年代初,中国消耗可再生资源的速率开始超过其再生能力,出现生态赤字(图1.6),与全球及大部分国家类似,中国自此一直处于生态赤字之中。2008年,中国的人均生态足迹是其人均生物承载力(0.87全球公顷)的将近2.5倍。

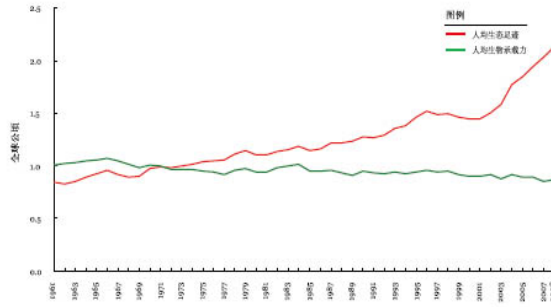
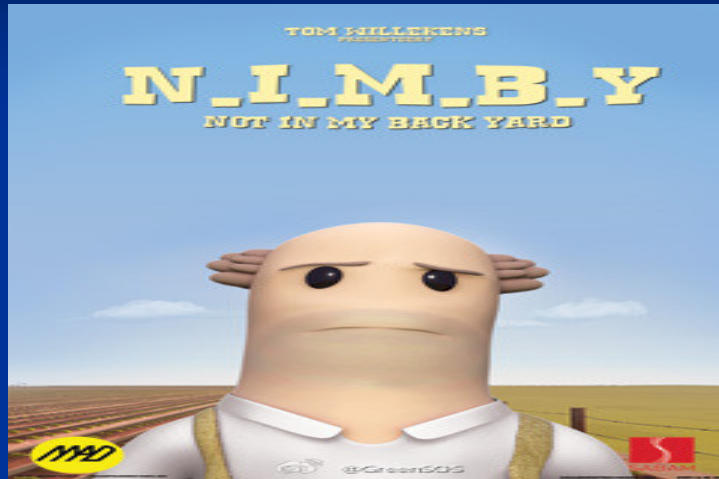


图 1.6 1961-2008 年中国的人均生态足迹与生物承载力
数据来源:全球足迹网络,2011

Media Influence on Consumption and Lifestyle



NIMBY & No-Rule Interaction

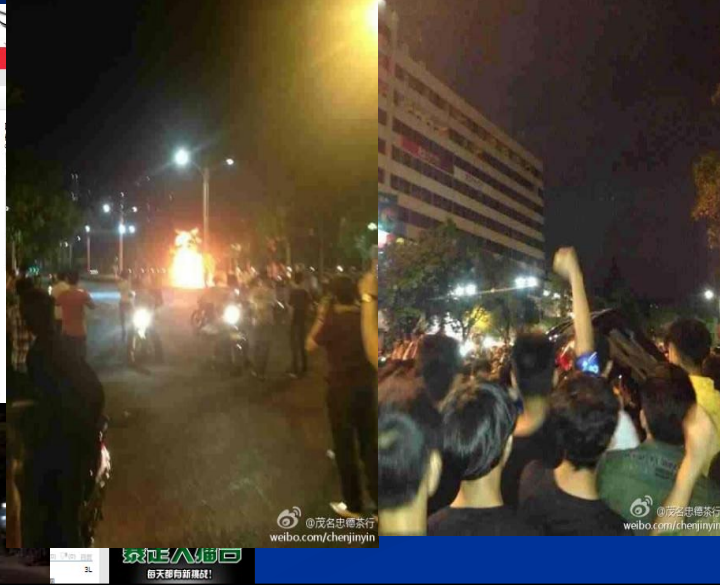


宁波官方研究决定坚决不上PX项目



2007 廈門、2011 大連、2012 寧波鎮海、2013 雲南安寧、四川彭州

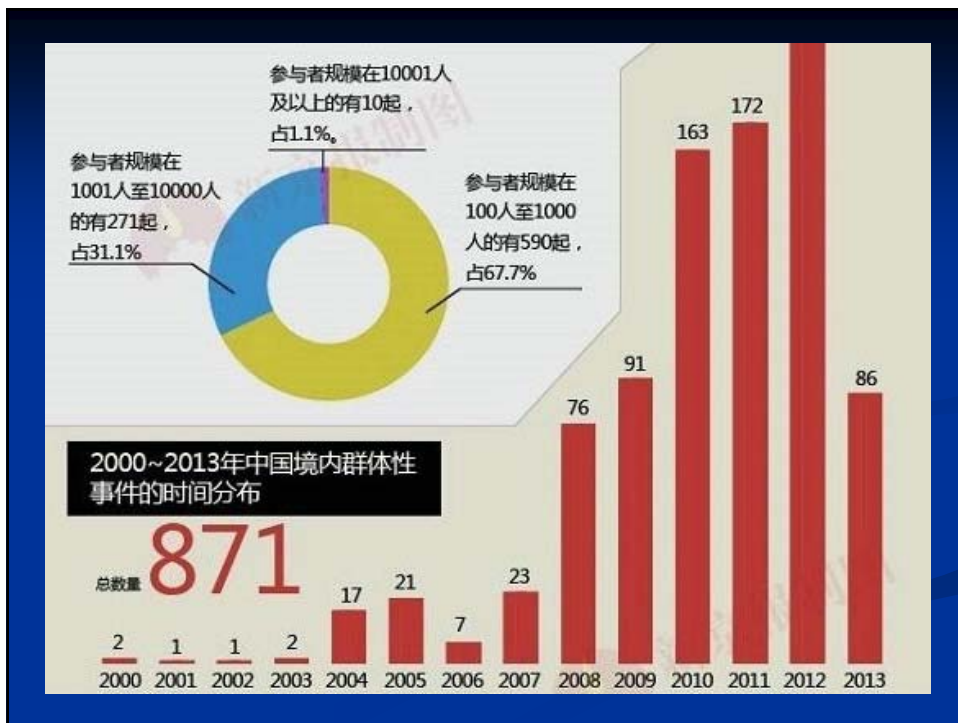
2014 廣東茂名



2013 浙江餘杭



2012 江苏启东



网民成为中国“最大的政治
压力集团”

“大众麦克风”时代
6.32亿网民 手机上网网民5.27亿

Netizens have become
the biggest political
pressure group

“Public Microphone Time”
6320 million of netizens,
5270 million of mobile net users.

“重赏”之下无“泳”夫



- 浙商金增敏在微博上出20万请温州瑞安市环保局长包振明下河游泳（0216）
- 临安市陈余干在微博里称愿出30万请温州苍南县环保局长苏中杰下河游泳（0219）
- 浙江省温州市环保局花费14万元在当地报纸刊发整版广告，盘点2012年度的七大成就（0219）
- 广东东莞网民“肖功俊”开价10万元请东莞环保局长下河游寒溪河（0227）
- 深圳市网民“陈玉歌—玉石玩家”在微博上称愿高价“悬赏”请当地环保局长下河游泳。

浙江兰溪15名环保局长率千人渡江以证水质



Challenges and Opportunities For Environmental Governance

Whole Media + Globalization =
Great Challenges + *New* Opportunities

Disseminate v. s. **Influence**

Discursion v. s. **Domination**

Responsive v. s. **Effective**

Transparency v. s. **Popularity**

Center for Environmental Education and Communications

■ Environmental Education Programmes

- Green School
- Green community
- Environmental Education Centers

■ Environmental Publicity

- 1000 Environmental-Friendly Youth Ambassador Action
- Clean Water in China, Save Water 10000 Liters per Family per Year
-

■ Environmental Video Products

- National Environmental Policy
- Environmental Protection Actions in Urban and Rural Areas
- Top Environmental Issues: Energy Saving and Emission Reduction, Clean Energy etc.

■ World Environment Magazine



■ Research in Public Communication and Participation Policy and Support National and Local Government

- Environmental Strategic Communication through New Media
- Environmental Public Participation
- Environmental Issue Conflict Events (NIMBY events)

Research in Public Communication and Participation Policy and Support National and Local Government

- Media and Public Participation Policies on Promoting China's Green Development ,



Support China Council for International Cooperation on Environment and Development (CCICED)

- Public Participation In Environment Protection Measure



Support Department of Environmental Education and Communications, Ministry of Environment Protection (MEP)

Research in Public Communication and Participation Policy and Practice

- Case study and Practice for Legislation in Public Communication and Participation at local level
 - Regulation of Public Participation in Environment Protection in Hebei Province
 - Regulation of Environmental Education and Communications in Chongqing City
 - Case study and strategic plan for Public Participation in Shifang Molybdenum-Copper Project
 - Case study and strategic plan for Public Participation in Water Incineration Project in Chongqing

Research in Public Communication and Participation Policy and Practice

- Other Research work
 - The Influence of Environmental Science Communication on the Public Opinions in Environmental Issues
 - Public Participation Mechanisms in Water Pollution Prevention and Control in Typical Industry Gardens

Challenges and Opportunities for ESC and LS

- **知识普及 (认知)**
Literacy (cognitive)
- **行为曝光 (监督)**
Behavioral exposure (supervision)
- **意识提高 (意愿)**
Awareness enhance (willingness)
- **政策推动 (立法)**
Policies promotion (legislation)
- **全民行动 (倡导)**
National action (advocacy)

谢谢！
Thank you !

yangke@ceec.cn

SHANGRI-LA WHERE, WHAT AND HOW

SISC'S Practices for Sustainable Lifestyles

Oct. 25, 2014

Shangri-La Institute for Sustainable Communities

- To promote and practice ESD at grassroots;
- Traditional values and indigenous knowledge;
- Social learning and public participation

The Good Old Ways And The Good Old Days

- The Lost Horizon and proper Way of the Mean;
- Nature is The Way (道法自然);
- Heaven and Man are one (天人合一);
- Rediscovery.

Case Studies

- Community learning centers (Bazhu Village);
- Water Schools China;
- Sino-EU Environment Governance Program.

Community learning centers (Bazhu Village)

- The baselines of Bazhu Village;
- CLC management;
- Learning topics initiated by villagers;
- Schools and communities working together.

Water Schools China

- The facts of Water School;
- Curriculum of Water School;
- Management of Water School;
- Activities of Water School.

Sino-EU Environment Governance Program

- Nature Reserves and Communities Integrating in Building Ecological China;
- Three levels in NRC and community's relation;
- Villagers' lifestyle changed and livelihood improved;

The Gap of Value and Actions

- Frugality and consumerism;
- Value and profit;
- Producers and the market;
- The government policies and the local communities.

Think and Behave Like a Farmer

- The farmer and his family and community;
- The farmer and his farmland and mother river;
- The farmer sowing in spring, the crop growing in summer, harvesting in autumn and storing food in winter.

Thank you !

Philip Xie

Shangri-La Institute for Sustainable
communities

Cell Phone:13521361663

phxie@shangrilainstitute.org

Session 3 – Group Activity for Identifying Key Issues & Priorities

Facilitator: Dr. Robert Didham – IGES

Three Group Discussions and Findings

- Formal Education (Primary and Secondary School)
- Higher-Education and Teacher Training
- Non-Formal Education and Community-based Education

Session 4 – Group Activity for Creating an ESC & SL Pilot Project

Facilitator: Dr. Robert Didham – IGES

Pilot Project Proposals from three groups

- Misplace Waste
- Creating a Harmonious Campus
- Stop Wasting Our Lifestyles

**GROUP DISCUSSIONS FOR
IDENTIFYING KEY
ISSUES AND
PRIORITIES**

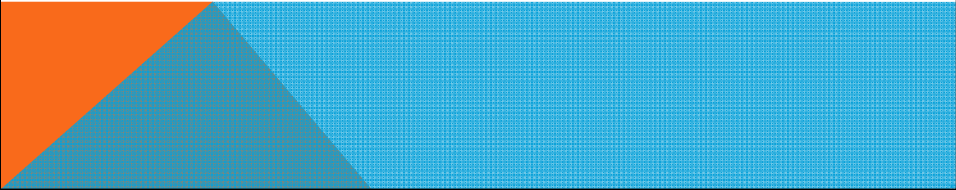
SESSION 3 - 25 OCTOBER 2014
IGES - BNU WORKSHOP ON ESC/SL
IN CHINA

THREE DISCUSSION GROUPS ON ESC AND ESL

- I. Formal Education (Primary and Secondary Schools)
- II. Higher Education & Teacher Training
- III. Non-formal Education & Community-based Education

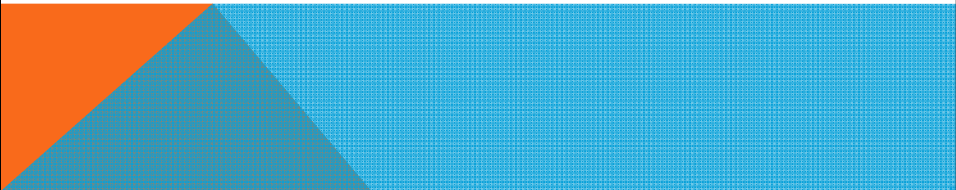
FOCUS OF DISCUSSIONS: KEY ISSUES FOR ESC/SL IN CHINA

Key Issues in your Sector:

- What are **important topics and themes** for ESC and ESL?
 - What **approaches to teaching and delivering** ESC and ESL are needed?
 - What types of **learning impacts and influence on learners** (both formal and non-formal) should ESC/SL aim to achieve?
- 

FOCUS OF DISCUSSIONS: PRIORITIES FOR ESC/SL IN CHINA

Key Priorities in your Sector:

- What types of **policies** are needed to strengthen implementation of ESC/SL?
 - What types of **resources and capacities** are needed to strengthen implementation of ESC/SL?
 - How can we **build partnerships** to strengthen implementation of ESC/SL?
- 

REPORTING ON FINDINGS OF GROUP DISCUSSIONS

In your sector (i.e. formal education, higher education & teacher training, and non-formal education), **what are the key issues and priorities in strengthening ESC & ESL** to advance sustainability practices in the real world?

Reporting Framework

Key Issues

What should ESC/SL address?

- 1)
- 2)
- 3)

Priorities

What is needed for ESC/SL practice?

- 1)
- 2)
- 3)

Group Discussions for Identifying Key Issues and Priorities

*Findings &
Recommendations*

1

Formal Education (Primary and Secondary)* –

KEY ISSUES

Themes

1. Consumerism
2. Climate Change
3. Urbanization
4. Waste Separation
5. Biodiversity
6. Cultural diversity
7. Food Security
8. Poverty alleviation
9. Under consumption/nutrition
10. Energy

*also known as the best group.

2

Formal Education (Primary and Secondary)* –

KEY ISSUES

Approaches

- Experimentation/experiential learning
- Science-investigative/real-world learning
- Information communication technologies
- Place-/local-based learning
- Community of practice

Learning Impacts

- Daily lifestyle impacts
- Fact based impacts
- World citizen/socialized citizen impacts
- Ability to communicate

3

Formal Education (Primary and Secondary) –

PRIORITIES

Policy support

- Ideally environmental education legislation
- Well defined standards that can be tailored to local conditions
- Resources (finance, capacity, tech) and flexibility to support teacher experimentation

Capacities

- Teacher training
- Evaluation methods

Partnerships

- Networking between formal and informal education
- Interlinkages with business/private sector

4

Teacher Training & Higher Education –

KEY ISSUES = Creating a holistic approach to ESC and ESL Teacher Training

- Focus on: Curriculum, Campus and Community;
- Developing universities into a model learning environment for sustainable practices and lifestyles.
- Provide teachers with capacities to effect “transformative learning” for a new generation of pro-active, responsible students/citizens participating in sustainable development.
- The Normal Universities and Teacher Education Institutes (TEIs) should provide the leadership in advancing ESC/SL in higher education.
- The wider social impact of teacher training on ESC/SL should be tracked and evaluated, i.e. is it leading to the desired change and impacts for wider society?

5

Teacher Training & Higher Education –

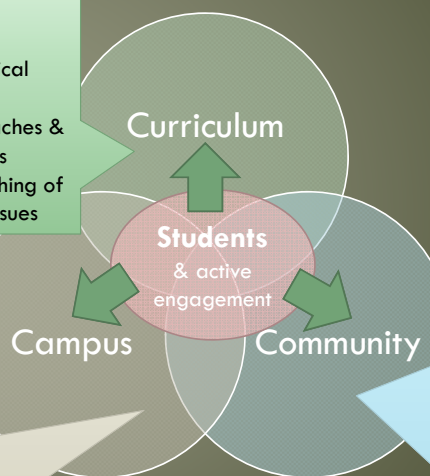
KEY ISSUES = Holistic Teacher Training on ESC/SL

Integrated – Interdisciplinary ESC/SL Approach:

- Focus on Learning Skills, Competencies, and Practical Application
- ESC/SL Teaching Approaches & Pedagogies as Core Tools
- Cross Departmental teaching of ESD & ESC themes and issues

Model Sustainability Learning Environments:

- Regular Workshops, Seminars and Activities of SC/SL
- Environmental Management and EMS integrated into Operation of Facilities
- Provision of Practical Learning Experiences



Students as Change Agents and Boundary between Science and Practice:

- Links to Lifestyles, Livelihoods, and Supply Chains
- Service Learning
- Capacity support for community actors, e.g. LCA
- Production of Practice-Oriented Publications

Teacher Training & Higher Education– PRIORITIES

- Policy ⇒ Mandate for Normal Universities and Teacher Education Institutions to include practical learning on ESD and ESC/SL as part of the required curriculum for all students teachers (on both relevant topics/knowledge and learning approaches/pedagogies).
- Research & Development ⇒ Needed to help define what are the meanings of “Sustainable Consumption” and “Sustainable Lifestyles”
 - *These definitions should be created with strong links to cultural, social and traditional contexts, perspectives and values.*
- Policy and Partnership Strengthening should be oriented towards the target actor and goal, i.e. improving teacher practice and performance.
 - *For example, this can be supported through the development of good teaching and learning materials.*
- **Teacher Training is Most Important** ⇒
First Change the Teachers, then you can Change the Society!

7

Non-Formal & Community-based Education – KEY ISSUES

What to do:

- Need to raise awareness of targeted groups, i.e. especially household daily lives including children’s education in family
 - *Then this becomes the main civic unit to implement ESC/SL.*
- The interests from business sector on SC should be visualized, i.e. labelling for consumers as well as retailers.
- Consider and link these topics to cultural values at regional and local levels.

How to do:

- Use Internet and Social Network communications, i.e. the circle of friend creates trustful word-of-mouth and changes lifestyles without much hesitation.
- Action-oriented grassroots implementation is more effective than just spreading words.
- Encourage development of minimum standards for producers.

8

Non-Formal & Community-based Education – PRIORITIES

For the policy making:

- Needs critical perspective/pressure on governmental activities to make them forward looking. At the same time, engagement with the policy making is crucial. Media & NGOs can play vital role.
- Policy incentives, e.g. subsidies for benefits in energy saving & award to green enterprises (ranking/highlighting best practices) are useful.

To strengthen Partnerships:

- Create win-win solution rather than in-fighting and territorialism for the mainstream.
- Alliance between NGOs, business sectors and local/national government is important.
- Link resources, leadership expertise and show case examples/best practices to create bigger impact (rather than scattered voices).
- Utilize negative aspects, i.e. environmental problems, to trigger the positive vision for the sustainable future society.

9

Creating an ESC/SL Pilot Project

Group Discussions – Session 4

IGES – BNU Workshop of Advancing
ESC and SL Practices

1

Designing a Pilot Project

- In session 3, three groups identified the Key Issues and Priorities for addressing ESC and ESL practice in their respective sectors (i.e. Formal Education, Teacher Training, and Non-Formal Education).
- These Key Issues and Priorities help to define a vision of the types of activities that could be developed for ESC/SL promotion.
- ESC/SL aims for “practical learning”, thus to make our discussions practically oriented, we want to think about defining a Pilot Project that could demonstrate these new visions for ESC/SL in practice and real-world application.

2

Discussion Point 1 – Actions needed to achieve the project vision

- Discuss the Key Issues and Priorities identified yesterday, and clarify your vision/ideas for an actionable pilot project to demonstrate this approach to ESC/SL in practice.

Define the Actions needed to implement your pilot project:

- What needs to be done to initiate this project and get it started?
- How will this project run and function?
- How will education and learning on sustainable consumption or sustainable lifestyles occur in this project?
- What will demonstrate the effectiveness and achievement of this project?

3

Discussion Point 2 – Target Actors and Learners

• **Target Actors:**

- Who will need to be involved in the implementation of this project?
- Who will be the educators / teachers in this project?
- Who will be needed to support and mainstream this project?

• **Target Beneficiaries/Learners:**

- Who will the project focus on?
- Who will be the main learners?
- Are there wider beneficiaries (than the main learners) from the activities of this project?

4

Discussion Point 3 – Goals, Objectives & Title

- **Goal and Objectives:**

- What does this project aim to do and achieve?
- What is the main goal this pilot project aims to achieve?
- What are the actionable objectives to help reach this goal?

- **Project Title:**

- Give your new project a name and an identity?
- *Something catchy and attractive!*

5

Reporting Criteria

- **Project Title** – Something catchy to sell the idea
- **Goal and Objectives** – What does this project aim to do and achieve? What is the main goal of this pilot project and what are the actionable objectives to help reach this goal?
- **Target Actors** – Who will need to be involved in and support the implementation of this project?
- **Target Beneficiaries/Learners** – Who should the project focus on? Who should be the learners?
- **Action Plan** – What should be done in this pilot project? What is the main sequence of actions that should occur in implementing and running this project?

6

Presentation Format – Slide 1

- **Project Title:**
- **Project Goal:**
- **Objectives:** 1) _____, 2) _____, 3) _____, etc.
- **Target Actors:**
- **Target Beneficiaries/Learners:**

7

Presentation Format – Slide 2

Project Action Plan

- **Main Action Steps:**
 - _____
 - _____
 - _____
 - _____
- **Main Education/Learning Approaches:**
- **Achievement Targets:**

8

Misplaced Waste

By the T.B. Group : Formal Education



Goal

- To translate sustainable consumption values into resource conservation lifestyles



Objectives

- See clearly the relationship between waste separation and resource savings
- How to purchase responsibly
- Knowledge acquisition and skill development
 - Waste separation methods
 - Critical thinking
 - Management skills
 - Writing skills
 - Analytical research skills
 - Cooperation and communication skills
- Become a responsible citizen



Target actors

- Junior and senior middle school students
- Teachers and area specialists



Beneficiaries

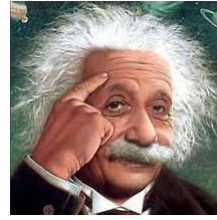
- Students
- Teachers
- Families/parents
- Local community (other schools)
- Government



Action Plan

1. Lecture about waste, resources, consumption and lifestyles
2. Organize students into groups by interest areas
3. Do a waste audit on the sourcing, use, consumption of waste
4. Students decide their research themes
5. Students discuss among themselves
6. Decide what action to take
7. Make a final report to the both the school, community, and government

Approaches



- Experiential learning
- Cross curriculum/interdisciplinary approaches
- ICT (garbage map)

Achievement Targets

- Change students, school and community's consumption behavior
- Provide school with a waste separation system
- Take that system and disseminate/spread to other schools and influence community/government's waste separation practices



Teacher Training & Higher Education

- **Project Title:** *Achieving Education for Sustainable Lifestyles through creating a Harmonious Campus: Inspiring Future Teachers to change their society*
- **Project Goal:** **To Create a Sustainable Learning Environment for strengthening holistic approaches to ESC and ESL at Teacher Education Institutions (TEIs)**
- **Objectives:** **1)** Develop a harmonious campus through sound environmental management, **2)** Integration of interdisciplinary approaches to ESD/ESC/ESL, **3)** Strengthen capacities of University actors (i.e. Administration, Faculty, Facilities Management, and Student) to be engaged actors, **4)** Establish practical learning opportunities, events, and activities for promoting Harmonious Campus for Sustainable Lifestyles concept.

1

Teacher Training & Higher Education

- **Target Actors:** University Administration, Professors/Faculty, Student Clubs, Facilities Staff
 - **Supporting Actors:** Technical Support and Training from outside experts;
 - Celebrities, Role Models, Media, and University Festivals -> to raise publicity of the programme
- **Target Learners:** All actors involved are also learners!
- **Project Beneficiaries:** Affiliated Schools of Normal Universities, Local Community, and the whole University (through resource and cost saving)

Teacher Training & Higher Education

Project Action Plan

- **Main Action Steps for Harmonious Campus:**
 - Sustainable and Environmental Management of Campus
 - Introduction of EMS and Policies on Energy Use, Resource Use, and Sustainable Consumption Practices
 - Creation of Practical Learning Opportunities – related to energy use, resource use, waste management, food production, etc.
- **Main Action Steps for ESC/ESL teaching:**
 - Training Professors and University Administration in ESC/ESL concepts
 - Developing new courses, classes, teaching/learning materials
 - Launching new majors and programmes
 - Cross-Departmental cooperation in interdisciplinary teaching
- **Main Action Steps for Publicity and Promotion:**
 - Student competitions for sustainability best practices
 - Workshops, seminars, events on ESC and ESL topics/themes
 - University festivals and Media activities to promote concept
 - Engagement with local community

3

Teacher Training & Higher Education

- **Main Education/Learning Approaches:**
 - Experiential Learning and Practice-based Learning
 - Project learning and Problem solving
 - Social Learning, Cooperative Inquiry, and Community of Practice
 - Interdisciplinary and Whole Systems perspectives
- **Achievement Targets:**
 - Quantity of new courses, classes and materials for ESC/ESL
 - Number of student teachers graduating with strong knowledge of ESC/ESL knowledge and teaching approaches
 - Built environment indicators for resource use, energy consumption, material consumption and waste management
 - Number of public events and number of people attending

Stop wasting our lifestyles

Non-Formal Education

- Goal: Improve lifestyle by reducing waste
- Actionable objectives:
 - Utilize a community learning center to engage various stakeholders that includes families, businesses, government, UN, etc
 - To build public awareness with celebrities like Li Bingbing, Hai Qing, Yao Ming, etc, and media

- training center activities: education & training
 - environmental education targeting kids (for example in shopping malls)
 - Workshops for community residents, waste collectors, official managers of waste treatment facilities
- Identify effective multi-stakeholder solutions that includes incentives, positive engagement, shared community pressure
 - Model families
 - Model communities
 - Policy advocacy
 - Businesses

Target Beneficiaries/Learners

- Start with community & families (individual) – bottom-up approach to then move up to engage government
- Environmental education – targeting youth

Action Plan

- Need leading NGO to cooperate with local government and businesses
 - Need to talk to local government to get their buy-in first
 - Do a needs assessment research
 - Start with incinerator factories in Beijing, Shanghai, Guangzhou, Chongqing, Chengdu (model communities)
 - Use this as a signature project to make the NGO to more effective & increase their (like creating a social consultant committees/platform to create multi-stakeholder – key consumption issues)

Session 5 – Summary of Dialogues Conclusive Session for the Future Efforts on ESC & SL

Chairperson: Dr. Eric Zusman, IGES

Panel Participants

1. Dr. Nanqing Jiang, UNEP-Beijing
2. Ms. Li Ming, China Ministry of Education
3. Dr. Yang Ke, CEEC Ministry of Environmental Protection
4. Mr. Liu Shangwen, Tian Di Ren He, Guangzhou City
5. Dr. Qiao Jinzhong, Principle, Affiliate School of BNU in Mentougou District
6. Dr. Zhan Haifeng, Beijing Normal University
7. Dr. Zhang Qi, East China Normal University

Dr. Qiao Jinzhong from BNU expressed his great impression from the pilot project proposals; however, it was questionable how these proposal could be effectively organised into practice. He especially added his comments on the promotion of the curriculum. He believed there are two main aspects that must to considered: one is that local curriculum should be linked to local schools' environment. Second, it needs to give teachers relevant space to conduct the project and also offer communities the room to implement needed activities. He also argued the importance of cooperation between schools, communities, parents, teachers, and society. The ideal circle should be the development of curriculum, sharing with parents, and the achievement of advanced society. To do so, reforming the examination system and standard of curriculum/text is needed and shows changes.

Mr. Liu Shangwen from Tian Di Ren He also showed his pleasant impression with the suggested pilot project ideas. He suggested the key driver to support these ideas are the motivation which has been discouraged due to 'why we' ideas. He believed an adoptable model to show these ideas are necessary and an initial group of advocates to work as a change agency to promote and implement the proposed ideas needs to be identified. He strongly recommended the participants of this workshop to be the change agency and empower this movement.

Ms. Li Ming from China Ministry of Education shared her experience on curriculum development such as the importance of concrete goals for the curriculum development and co-competency for student curriculum. She promised to develop and utilise further on the idea of teachers training suggested this workshop. For the following UNESCO Conference as well as other international meetings would be helpful and she suggested China should attempt to accept ESC/ESD as a future education direction and to extend and broaden this.

Dr. Nanqing Jiang from UNEP-Beijing said the leadership from international organisations is needed and recommended the possible collaboration between UNEP and UNESCO regarding ESC and SL. She considered that a lack of collaboration between UNEP and UNESCO might bring confusion into national level to deliver and implement on ESC and SL. From the international side, for instance, UNEP developed training courses i.e. EE course, e-training course for teachers and students; therefore, linkage with UN agency with localised curriculum would mobilise more resource and partnership through platform. In addition, lack of clear concepts on ESC has been a barrier to its implementation. As the UN takes lead for cross-cutting issues for the public and also for policy makers, SC is the priority of UN. Then these international organisations should develop national partners, business and media. As NGOs suffer from lack of financial support, endorsement from UN is vital. This workshop brought good resources and ideas together, and now how to sell this concept to partners is the question we need to address further.

Dr. Zhang Haifeng from BNU confessed the workshop enlightened the concept on ESC to him. He argued to develop the adoptable method to implement ESC and SL in China from other country cases. For the higher-education, Normal Universities leading role must be essential; however, this still need to clarify where, how, who should start the proposed projects in schools. He suggested the way to move on this is the establishment of corresponding curriculum and also through addressing culture and behavioural change. The most crucial part is implementation in universities, and then it would influence communities and spread to the whole society. He concluded that the workshop narrowed down the gap between ideas and implementations although ESC practice still faces a long way to move on.

Dr. Zhang Qi from East China Normal University pointed out that ESC and SL should have a long term strategy so as to integrate these into the existing system – which faces big challenges due to the strong mind-set of competitiveness among students and also the overburden of teachers workloads. China has the necessary top-down policy to support this; however, open-minded and bottom-up approaches from school principals and teachers are necessary to support actionable programmes into practice. Although each cases and provinces have different local situations, collaboration between top-down and bottom-up approaches would be vital and may provide the hybrid solution for the future ESC and SL in China.

In conclusion, panels and participants made final comments for the following action: 1) Open-mindedness is important among stakeholders, 2) Co-development of learning programmes between UNEP and UNESCO is vital, 3) Implementation of ESC mainstreaming as well as public education must follow rather than remaining a talk-show, and 4) China's role to piloting and spreading ESC and SL at an international level is important.

List of Participants				
National Roundtable Discussion (in Beijing, China; October 2014)				
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