Pathways to Sustainable Lifestyles

Global Stocktaking Report

The 10-Year Framework of Programmes on Sustainable Consumption and Production (10YFP)
Sustainable Lifestyles and Education Programme

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The 10-Year Framework of Programmes on Sustainable Consumption and Production (10YFP)

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PREFACE

The purpose of this stocktaking report is to contribute to the overall development of the Sustainable Lifestyles and Education Programme of the 10-Year Framework of Programmes on Sustainable Consumption and Production (10YFP) by delivering a better understanding of the complex relations between lifestyles and sustainability, briefly explaining the relevant role of research, policy development, education and civic action as fundamental tools to enable, strengthen and safeguard sustainable lifestyles, and identifying regional, sub regional, national and local initiatives and actions that indicate a shift towards more sustainable lifestyles or the safeguarding of sustainable traditional knowledge and cultural practices. In other words, this report will present the concept of sustainable lifestyles as understood today; identify common lifestyles issues and differences between regions; and present examples of the trends and innovations that are in place to address them, placing a special focus on education. This report will consider how transformative learning and change towards sustainable lifestyles can be accelerated and enhanced through the initiatives of the Sustainable Lifestyles and Education Programme.

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1 More information on the 10YFP is available online at www.unep.org/10yfp.
2 More information about the 10YFP Sustainable Lifestyles and Education programme is available online www.unep.org/10yfp/lifestyles.
TABLE OF CONTENTS

Introduction
Sustainable Consumption and Production on the global agenda ........................................... 1
Beyond sustainable consumption .................................................................................................. 2
Education for Sustainable Consumption and Lifestyles .......................................................... 4
Structure of the Report .................................................................................................................. 5

Section 1. Global stocktaking of trends and pathways towards sustainable lifestyles ..... 6

1.1 Lifestyles in the Age of the Anthropocene: Impacts and challenges ..................................... 6
1.1.1 Human Development needs and concerns ............................................................................ 7
1.1.2 Environmental concerns ...................................................................................................... 9
1.1.3 Health and well-being challenges ....................................................................................... 10
1.1.4 Challenges related to education and to education for sustainable development .......... 11
1.1.5 Governance issues (community, national and international levels) ............................... 13
1.2 Barriers and opportunities for change ................................................................................... 14
1.2.1 Barriers to change ............................................................................................................... 14
1.2.2 An Overview of Opportunities .......................................................................................... 15
1.3 Positive trends which address lifestyle challenges ................................................................. 17
1.3.1 Identification and reflection on values, world-views, beliefs and the future ................. 17
1.3.2 Social learning and community consultation and co-creation ........................................ 18
1.3.3 Collaborative consumption ............................................................................................... 18
1.3.4 Voluntary simplicity and self-sufficiency campaigns ....................................................... 18
1.3.5 Safeguarding traditional knowledge and lifestyles .......................................................... 19
1.3.6 Policy initiatives ............................................................................................................... 19
1.3.7 Creation of sustainable spaces and innovative technologies ........................................ 19
1.3.8 CSR/Fairtrade .................................................................................................................. 19
1.3.9 Education for Sustainable Consumption / Education for Sustainable Lifestyles ........ 19
1.3.10 Indicators for monitoring, assessment and evaluation .................................................. 20
1.3.11 Public participation in defining/planning community development ............................. 20
1.3.12 Sustainable Development Goals (post 2015 MDG follow-ups) ................................... 20
1.3.13 General overview of main areas ...................................................................................... 21

1.4 Analysis of Initiatives within existing trends ....................................................................... 23
1.4.1 Classification of case studies within existing trends ......................................................... 23
1.4.2 Overview of case studies ................................................................................................... 26

1.5 Recommendations: Pathways and Actions towards Sustainable Lifestyles .................. 28
1.5.1 Tools for the transition towards sustainable lifestyles ..................................................... 28
1.5.2 Organic growth ................................................................................................................ 29
1.5.3 Unity in diversity ............................................................................................................. 30
1.5.4 Multifaceted approaches ................................................................................................. 30
1.5.5 The 10 Year Framework of Programmes on Sustainable Consumption and Production ................................................................................................................ 31
1.5.6 Targeted milestones ........................................................................................................ 31

REFERENCES ......................................................................................................................... 32

ANNEXES .................................................................................................................................. 43

Annex 1: ESC/ESL Competencies ............................................................................................. 43

Annex 2: Regional Analysis of Background, Trends & Challenges for Sustainable Lifestyles ................................................................................................................................. 44
2.1 European Analysis of background, trends and problems for Sustainable Lifestyles........44
  2.1.1 Human Development.................................................................44
  2.1.2 Environmental Concerns..........................................................45
  2.1.3 Health and Well-Being Challenges.............................................45
  2.1.4 Challenges related to Education and Education for Sustainable Development....46
  2.1.5 Governance Issues (community/local, national, and international levels).........46
2.2 Asia-Pacific Analysis of background, trends and problems for Sustainable Lifestyles..................47
  2.2.1 Human Development......................................................................47
  2.2.2 Environmental Concerns..............................................................47
  2.2.3 Health and Well-Being Challenges................................................48
  2.2.4 Challenges related to Education and Education for Sustainable Development....48
  2.2.5 Governance Issues (community/local, national, and international levels)........49
2.3 Latin America Analysis of background, trends and problems for Sustainable Lifestyles..................50
  2.3.1 Human Development......................................................................50
  2.3.2 Environmental Concerns..............................................................51
  2.3.3 Health and Well-Being Challenges................................................51
  2.3.4 Challenges related to Education and Education for Sustainable Development....52
  2.3.5 Governance Issues (community/local, national, and international levels).........53
2.4 Sub-Saharan Africa Analysis of background, trends and problems for Sustainable Lifestyles..................53
  2.4.1 Human Development......................................................................53
  2.4.2 Environmental Concerns..............................................................54
  2.4.3 Health and Well-Being Challenges................................................54
  2.4.4 Challenges related to Education and Education for Sustainable Development....55
  2.4.5 Governance Issues (community/local, national, and international levels).........55
2.5 North America: Analysis of background, trends and problems for Sustainable Lifestyles..................57
  2.5.1 Human Development......................................................................57
  2.5.2 Environmental Concerns..............................................................58
  2.5.3 Health and Well-Being Challenges................................................58
  2.5.4 Challenges related to Education and Education for Sustainable Development....58
  2.5.5 Governance Issues (community/local, national, and international levels).........59
2.6 West Asia and Northern Africa Analysis of background, trends and problems for Sustainable Lifestyles ..................60
  2.6.1 Human Development......................................................................60
  2.6.2 Environmental concerns...............................................................60
  2.6.3 Health and Well-Being Challenges................................................61
  2.6.4 Challenges related to Education and Education for Sustainable Development....61
  2.6.5 Governance Issues (community/local, national, and international levels).........61
Annex 3: Barriers to Change and Improvement for addressing current Lifestyle Problems .................................................................62
Annex 4: Case Studies and Examples of Emerging Trends.........................................................65
INTRODUCTION

Sustainable Consumption and Production on the global agenda

Since the beginning of the twentieth century social scientists have recognized that:

“Goods are used to create an intelligible world and to establish and maintain social relationships.”

But for over 50 years, researchers and politicians have been pointing to the need for changes in present consumption and production patterns, which have been proven to be detrimental to individual and collective well-being, as well as to nature.

“Consumption clearly contributes to human development when it enlarges the capabilities and enriches the lives of people without adversely affecting the well-being of others. It clearly contributes when it is as fair to future generations as it is to the present ones. And it clearly contributes when it encourages lively, creative individuals and communities. But the links are often broken, and when they are, consumption patterns and trends are inimical to human development… Consumption patterns today must be changed to advance human development tomorrow.”

Chapter 4 of Agenda 21, which was the first international instrument to address the problems generated by unsustainable patterns of consumption, clearly states that:

“4.5 Special attention should be paid to the demand for natural resources generated by unsustainable consumption and to the efficient use of those resources consistent with the goal of minimizing depletion and reducing pollution. Although consumption patterns are very high in certain parts of the world, the basic consumer needs of a large section of humanity are not being met. This results in excessive demands and unsustainable lifestyles among the richer segments, which place immense stress on the environment. The poorer segments, meanwhile, are unable to meet food, health care, shelter and educational needs. Changing consumption patterns will require a multipronged strategy focusing on demand, meeting the basic needs of the poor, and reducing wastage and the use of finite resources in the production process.”

More recently, in light of research on climate change, on the links between lifestyles and non-communicable illnesses, and on poverty and human development, there have been increasingly urgent calls for a significant paradigm shift towards more responsible, sustainable lifestyles. As production, investment, trade and consumption continue to rise in an increasingly globalized economy the harmful effects of unsustainable patterns of production and consumption have more and more negative impacts in humanity and the environment. These negative impacts have escalated from the pursuit of unlimited economic growth and the high-consumption society as the ideological central tenets for modern human development, in the belief that economic expansion is the only means to realizing a state of well-being for all and thus prosperity and stability. As the purported pillars of the modern development project, this has also led to developing countries attempting to emulate the same high material consumption paths of developed economies which has led to an expansion of the demands and pressures being put on natural systems and to a situation where the “wants” of a few increasingly compromise the ability to meet the needs of all.

During the last few decades numerous international declarations have been made reiterating the goal of shifting to “sustainable consumption and production” patterns.

The last 20 years of dialogue and international cooperation have led to the adoption of a 10 Year-Framework of Programmes on Sustainable Consumption and Production (10YFP on SCP). The objectives of the 10YFP are to:

- **Accelerate the shift towards SCP**, supporting regional and national policies and initiatives.
- **Contributing to resource efficiency and decoupling** economic growth from environmental degradation and resource use, while creating **decent jobs and economic opportunities** and contributing to poverty eradication and shared prosperity.
- **Mainstream SCP** into sustainable development policies, programmes and strategies, as appropriate, including into poverty reduction strategies.
- **Support capacity building and facilitate access to financial and technical assistance** for developing countries, supporting the implementation of SCP activities at the regional, sub-regional and national levels.
- **Enable all stakeholders to share information and knowledge on SCP** tools, initiatives and best practices, raising awareness and enhancing cooperation and development of new partnerships – including public-private partnerships.

**Beyond sustainable consumption**

Sustainable consumption and production (SCP) is about doing more and better with less, decoupling economic growth from environmental degradation. SCP involves applying lifecycle thinking to production and consumption systems, and the creation of new markets, green and decent jobs as well as more efficient, welfare generating natural resource management. SCP is also seen as a means of contributing to the achievement of the UN Millennium Development Goals (MDGs) and is considered an important issue to address in the post-2015 development agenda and the upcoming Sustainable Development Goals (SDGs).

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Parallel to the emergence of SCP as an essential aspect of the transition toward the goal of sustainable development, consumer awareness evolved as well. In 1985, the United Nations Guidelines for Consumer Protection Guidelines were adopted consensually by the United Nations General Assembly,

“recognizing that consumers often face imbalances in economic terms, education levels, and bargaining power, and bearing in mind that consumers should have the right of access to non-hazardous products, as well as the importance of promoting just, equitable, and sustainable economic and social development and environmental protection.”

In 1995, the Economic and Social Council of the United Nations requested the Secretary-General to expand the Guidelines to include elements on sustainable consumption and promotion of consumer education especially in accordance with education for sustainable development. By the early 1990s the concept of “consumer citizenship” began to be used to refer to consumer choice-making which contributed to the transition towards a more sustainable future thereby sharing responsibility for its creation with governments and producers. Consumer citizenship education evolved rapidly into education for sustainable consumption.

Whereas definitions of SCP focus primarily on resource management and usage, technological advancements and new markets, the concept of sustainable lifestyles is broader and more inclusive, taking into consideration the multifaceted aspects of cultural norms and traditions, individual and community growth and well-being.

Lifestyles are the way people (groups and individuals) live their lives – what they do, why, with whom, where, how and what they use to do it. This includes everything from the food they eat and how they interact with others, to the way they get around. Lifestyles define a person or a group’s identity; how values, aspirations, social positions, religion, psychological and political preferences are expressed.

“At the heart of how humans live their lives are the cultures they are part of. These cultures—and the norms, stories, rituals, values, symbols, and traditions that they incorporate—guide nearly all of our choices, from what we eat and how we raise our children to how we work, move, play, and celebrate. Unfortunately, consumerism—a cultural pattern that was nurtured by a nexus of business and government leaders over the past few centuries—has now spread around the globe, becoming the dominant paradigm across most cultures. More people are defining themselves first and foremost through how they consume and are striving to own or use ever more stuff, whether in fashion, food, travel, electronics, or countless other products and services.”

Creating sustainable lifestyles means changing ways of living—how people act towards others and towards themselves, how they organize their daily lives and what and how they consume. It is about preserving valuable traditions as well as finding new solutions that enable societies to live in harmony with each other and in balance with the natural environment. Lifestyles choices and actions we take can either contribute to sustainable development or not, but understanding the dynamics and challenges related to identifying sustainable lifestyle practices is complex. They are both systemic and personal, both immediate and long-term. They are rooted in the diverse cultural realities, ways of being and world-views that exist at regional, national and local levels. The transition to sustainable lifestyles requires revising the present manner in which resources are used and distributed and reorienting development to focus on the health and well-being of people and the planet, while ensuring that the poor also attain a decent living with access to basic services and essentials.

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On their own, people cannot eliminate entirely the negative consequences of their unsustainable lifestyles. Governments must agree to reorient the structures and processes that guide consumption in order to reduce the inequalities of unsustainable consumption patterns and allow living standards to improve for the poor without harming the environment. Any transformative change must take into consideration the imbalances between the inputs into growing economies and sustainability of the earth ecosystems.

### Education for Sustainable Consumption and Lifestyles

The United Nations General Assembly, in its 57th meeting in December 2002, proclaimed the UN Decade of Education for Sustainable Development, 2005-2014, (DESD) “emphasizing that education is an indispensable element for achieving sustainable development”. The objective of the DESD was to promote Education for Sustainable Development (ESD) worldwide by integrating the principles, values, and practices that make up sustainable development into all aspects of education and learning, with the goal of promoting the individual and social changes that are necessary if environmental integrity and economic viability are to be preserved, and to ensure that present and future generations may enjoy social justice, thus offering an opportunity to rethink the manner in which we approach the current planetary challenges.

Although having the potential to be complimentary to one another, ESD has been practiced in two distinctly different ways. One has focused on transferring relevant knowledge about sustainability issues and concepts to the learner, while the second approach seeks to facilitate a process which equips learners with the needed skills and capacities to make conscious, pro-sustainability choices in their daily lives.

In 2008, the concept of education for sustainable consumption (ESC), a dimension, which focused on the individual and the consequences of his/her daily choices and actions, was officially recognized as an essential dimension of ESD in the strategic documents of UNESCO. ESD had up to this point concentrated, to a great degree, on top-down, macro processes and their effects while ESC offered a bottom-up, practice-driven learning by engaging learners in action for sustainable consumption and through utilizing experience and inquiry to then examine the wider principles and concepts related to both sustainable consumption and sustainable development. As awareness has grown of the interrelatedness of consumption and other pressing issues such as non-communicable diseases, social unrest, personal debt, etc., the concept of ESC has evolved, broadened and now covers many of the same topics as education for sustainable lifestyles (ESL).

*Education for sustainable consumption (ESC) aims at providing knowledge, values and skills to enable individuals and social groups to become actors of change towards more sustainable consumption behaviours. The objective is to ensure that the basic needs of the global community are met, quality of life for all is improved, inefficient use of resources and environmental degradation are avoided. ESC is therefore about 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. ESC 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.*

*Education for sustainable consumption consists of diverse but interlinked topics including: life quality, lifestyles, resources, economics, consumption and the environment, consumer rights and responsibilities, information management, health and safety, change management and global*

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9 Resolution 57/254 on the DESD requested UNESCO, as the designated lead agency for overseeing the Decade, to develop an International Implementation Scheme (IIS) that was approved by the United Nations General Assembly in September 2005.

awareness. The basic learning outcomes can be defined as attitudes, knowledge, skills and behaviour leading to: critical awareness, ecological responsibility, social responsibility, action and involvement, and global solidarity. Formal, informal and lifelong learning are arenas for education for sustainable lifestyles. The main competencies ESC aims to develop are listed in Annex 1: ESC Competences.

**Structure of the Report**

This report is divided has one main section with five sub-sections.

- **Section 1** of this report presents the main findings and recommendations developed from the global stocktaking on sustainable lifestyle. Section 1 is divided into five subsections that include:
  - 1.1 presenting an overview of major lifestyle impacts and challenges;
  - 1.2 identifying major barriers and opportunities for change in transitioning towards sustainable lifestyle;
  - 1.3 considering the positive trends that are emerging in recent years aimed at address current lifestyle problems;
  - 1.4 presenting a comparative analysis of cases that demonstrate existing trends for sustainable lifestyle transitions; and
  - 1.5 elaborating key recommendations for pathways forward.

The Annexes of this report provide the full sets of information and data collected as the background for this stocktaking report.

- **Annex 1** presents the main competencies that ESC and ESL aim to develop.

- **Annex 2** presents the regional analysis of background, trends and challenges for sustainable lifestyles (summarized in 1.1: Lifestyles in the Age of the Anthropocene: Impacts and challenges).

- **Annex 3** elaborates the barriers to change and improvement for addressing current lifestyle problems (discussed in 1.2: Barriers and opportunities for change).

- **Annex 4** provides the full details of the case studies and examples of emerging trends (analyzed in 1.4: Analysis of Initiatives within existing trends).
Section 1. GLOBAL STOCKTAKING OF TRENDS AND PATHWAYS TOWARDS SUSTAINABLE LIFESTYLES

1.1 Lifestyles in the Age of the Anthropocene\textsuperscript{11}: Impacts and challenges

The world continues to face critical challenges: human-induced climate change, the rapid depletion of natural resources, the frequency of natural disasters, the spread of (old and new) infectious diseases and lifestyle-related illnesses, the loss of biodiversity, the violation of human rights, the persistence of poverty, the dependency of our economic systems on continuous growth in consumerism, and so forth. Sustainable Development was formulated as an attempt to create a shared understanding around the world for the urgent need to depart from present dominant models of development, which appear unable to balance the requirements of people and of the planet in the pursuit of peace and prosperity.

However, sustainable development needs to be addressed in each of its dimensions and also in their interrelation in time (past-present-future) and in space (near-far).

- Sustainable \textit{Social} development is aimed at the development of people and their social organization, in which values, cultural heritage, social cohesion, equity, justice and wellbeing play important roles.
- Sustainable \textit{Environmental} development refers to the development of natural ecosystems in ways that maintain the carrying capacity of the Earth and respect the world’s diversity of flora and fauna.
- Sustainable \textit{Economic} development focuses on the development of economic infrastructure, where the efficient management and fair distribution of natural resources becomes vital for human wellbeing. It is the finding and establishment of balanced ways to integrate these dimensions into our societies and into everyday living and working that poses the greatest challenge of our time.

While research indicates that the challenges related to sustainable development vary from region to region, they all tend to fall under one or more of the following categories\textsuperscript{12}:

1. Human development needs and concerns
2. Environmental concerns
3. Well-being/health conditions
4. Concerns around education for sustainable development
5. Governance issues (community, national and international levels)

The following sub-sections provide an overview of the major lifestyle problems as well as the specific regional implications in relation to each of these five categories.

\textsuperscript{11} A term for the present geological epoch (from the time of the Industrial Revolution onwards), during which humanity has begun to have a significant impact on the environment.

\textsuperscript{12} The focus on certain issues here does not mean that other issues are not critical; however, every effort has been made, based on available research, to highlight problems related to sustainable lifestyles, which are dominating in the diverse regions. Details about the problems in each region are described further in Annex 2.
1.1.1 **Human Development needs and concerns**

The Millennium Development Goals have inspired international development efforts and helped set global and national priorities for the last fourteen years. Statistics from the Human Development Report (HDR) provide indications of how far the world has progressed towards attaining these human development goals. The HDR 2013: *The Rise of the South: Human Progress in a Diverse World* confirms that:

“All groups and regions have seen notable improvement in all Human Development Index (HDI) components, with faster progress in low and medium HDI countries...Over the last decade, all countries accelerated their achievements in the education, health, and income dimensions as measured in HDI—to the extent that no country for which data was available had a lower HDI value in 2012 than in 2000...(However) national averages hide large variations in human experience, and wide disparities remain within countries of both the North and the South.”

Figure 1 - Population living below $1.25/day poverty line by regional percentages, aggregated by 2005 Purchasing Power Parities values

The Report also emphasizes that more equal societies do better in most measures of human development than do unequal societies. This finding is borne out by studies in both developed and developing countries. The HDR 2013 also states “Unless people can participate meaningfully in the events and processes that shape their lives, national human development paths will be neither desirable nor sustainable.” It concludes by stating that all countries must “face environmental pressures” and “move inequality and environmental destruction to the forefront of policy discussions.”

The Global Environmental Outlook - 5: *Keeping Track of Our Changing Environment Report* (2013) documents that while progress is being made in certain areas concerning the transition to sustainable development there is a general lethargy and lack of initiative to effect significant and necessary change. The report highlights the complex and systemic nature of existing crisis, which makes any single-issue, symptomatic approach naïve.

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The Millennium Development Goals Report of 2013 clearly indicates that:

“Significant and substantial progress has been made in meeting many of the targets—including halving the number of people living in extreme poverty and the proportion of people without sustainable access to improved sources of drinking water. The proportion of urban slum dwellers declined significantly. Remarkable gains have been made in the fight against malaria and tuberculosis. There have been visible improvements in all health areas as well as primary education.”

Figure 2 - The Global Hunger Index by Region

But it also shows that hunger, insufficient prenatal care, lack of sanitation and degradation of natural resources are among the serious challenges the world faces.

Regionally, the general profile varies. For all regions, substantial improvements have been achieved in human development since the beginning of the 21st Century. However, this does not mean that all regions face the same conditions or challenges. Economic growth and poverty reduction have occurred in countries around the world, and these positive trends have been especially strong in developing countries. Still there are 1.2 billion living in extreme poverty around the world, and the top five countries with the largest share of extreme poor account for nearly two-thirds of that total number (i.e. India – 32.9%, China – 12.8%, Nigeria – 8.9%, Bangladesh – 5.3%, and Democratic Republic of Congo – 4.6%). For several countries though, economic growth has not been well distributed across the population, and especially in Latin America and Sub-Saharan Africa levels of income inequality have increased notably during this same period. In Latin America and Sub-Saharan Africa, rates of violent crime and homicide continue to be more than double of the global average and are four to five times higher than the rates in Europe and Asia-Pacific.

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### 1.1.2 Environmental concerns

The types of environmental challenges and concerns faced around the world are diverse and multifaceted. Some of these challenges are local and prolonged, such as those related to rapid urbanization, while other challenges are local but also immediate, such as impacts from severe weather and natural disasters. Challenges such as air pollution have wider regional consequences over prolonged periods, while environmental impacts of droughts and floods can have immediate impacts that can disrupt regional food security. Global environmental challenges related to climate change however present a multitude of prolonged, but persistent concerns that will increasingly result in severe challenges at all scales – local, national, regional and global. The risks and instability brought about by these challenges will likely cause the most hardship in least developed countries where the possibility for quick responses is limited by the lack of resources.

#### Figure 3 - Ecological footprint and population by region, 2007


The carrying capacity of the globe has already been exceeded, and the Global Footprint Network calculated that in 2007 humanity’s ecological footprint was already overshooting the earth’s biocapacity by 50%. Scientists agree that changes in consumption and production must occur and rapidly—be they technological or social changes.

In 2010, at the 16th session of the Conference of the Parties (COP 16) to the United Nations Framework Convention on Climate Change (UNFCCC) in Cancun, Mexico, all countries agreed to adopting a target global temperature rise below 2°C compared to the pre-industrial average. Exceeding the 2°C limit, “would have severe repercussions on human and physical systems and potentially unleash positive feedback mechanisms that further amplify the human drivers”. The challenge of holding to this 2°C limit has however yet to be taken seriously as the world’s current trajectory would lead us towards an increase of 3.7 to 4.8°C. The Deep Decarbonization Pathways Project is a collaborative initiative to understand and show how individual countries can make the transition to low-carbon economies and societies. In their 2014 interim report, they have identified several possible pathways for making the low-carbon transition but these are not quick-fix solutions and they will require dramatic changes to our patterns of fossil fuel and energy consumption. The need for a reduction in CO₂ emissions to 30% of currently levels by 2050 is argued for, which is to be followed by a near zeroing of CO₂ emissions towards the end of the century.

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When discussing national ecological footprints, it is developed countries, especially in North America and Europe, which are dramatically overshooting the global biocapacity that is available on a per person basis. Differences across regions heavily depend on climatic and ecosystem variations, especially in regards to differences in natural resource limitations, water availability (i.e. floods and droughts), and prevalence of natural disasters. Most developed countries have successfully addressed major air pollution issues, however they remain as significant challenges for developing countries – especially in rapidly growing cities – in Africa, Asia and Latin America.

1.1.3 Health and well-being challenges

Substantial improvements have been achieved globally in relation to health over the last two decades. Between 1990 and 2012, average global life expectancy has increased by six years. These improvements have been most dramatic in developing countries where the average life expectancy increased by nine years. However, the gap in life expectancy between developed and developing countries remains pronounced with a difference of 16 years for boys and 19 years for girls longer life expectancy for those born in developed countries.

The trends in reducing communicable diseases, infant and mother mortality, and premature death over the past two decades have generally been very positive although further efforts are still required especially in Sub-Saharan Africa and Asia. However, at the same time, there has been a growing rise in rates of lifestyle related diseases and in various forms of addiction. A century ago, communicable diseases accounted for the majority of deaths.

![Figure 5 - Under age 5 mortality rate per 1,000 live births (2010-2015)](image)

At present, over two thirds of deaths are caused by non-communicable diseases (NCDs) – some of these degenerative diseases have increased in frequency as life expectancy rates have increased, but the majority of NCDs are influenced or caused by changes that have occurred in lifestyle behaviours and patterns. The occurrence of NCD related deaths though are rising fastest in developing countries, thus they can no longer be considered solely diseases of affluence.

Globally, over 15 million people are reported to have drug use disorders. The misuse of sedatives and tranquillizers is of particular concern, with more than 60 per cent of the countries covered in the World Drug Report (2013) ranking such substances as among the first three misused types of substances. At the global level there has been an increase in the production and misuse of new psychoactive substances, and these are often substances that are not under international control or regulation.

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20 Ewing et al., 2010
23 Ibid.
While the prevalence of hunger and malnutrition has been falling globally, this is now being offset by a growing rise in unhealthy diets and rates of obesity, especially among children. One contributing factor to the rise in unhealthy diets is the influence that agricultural policies and market costing of various food options has on consumer decision making. In many countries around the world, current agricultural policies focus heavily on supporting grain production, which in turn is used for livestock feed. This has meant that healthier eating options such as fruits and vegetables have experienced price inflation at a much higher rate than both grains and the subsequent livestock products.

Global levels of prenatal and postnatal care have improved as well as levels of immunization. Between 1990 and 2013, maternal deaths dropped worldwide by almost 50 per cent. These improvements are not however evenly distributed, with 99 per cent of maternal deaths occurring in developing countries. As significant improvements have also been achieved in newborn and child survival rates, a growing concentration of newborn deaths are directly tied to maternal health and survival.

**Figure 6 - Percentage of Women between ages 20-24 reporting a birth before age 18 and before age 15**


**1.1.4 Challenges related to education and to education for sustainable development**

The importance of education in supporting human and sustainable development is both well established and supported in numerous international agreements. Education was initially enshrined as a basic right for all in the Universal Declaration of Human Rights (1948), while the International Commission on Education for the 21st Century argued that education is essential in achieving human development in an inclusive, harmonious manner. Statistically, improvements in education are also demonstrated to have one of the strongest correlations to secondary improvements across several other areas of human development and thus can serve as a catalyst for achieving all development goals.

Education is a powerful factor in poverty reduction, individual employability and earning potential, and overall economic growth. One additional year of schooling improves an individual’s earning potential by 5 to 15 per cent, while at a

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30. Mincer’s Earning Function equation has been used to demonstrate in over a 100 countries that each additional year of schooling increases an individuals’ earning potential by 5 to 15% (Polachek, 2007).
national level it improves GDP per capita growth rates by an average of 0.58 per cent.31 Furthermore, quantitative increases in educational attainment contribute to improvements in health, disease prevention, and equity/equality issues. In fact, education is noted as having a more positive influence on health than do either income or employment. Education is also noted for contributing to stronger civil society and political stability.32

Since the 1960s, international goals have been agreed for achieving universal primary education, and these goals have been reset and reaffirmed with the target dates being extended over and over again. The Millennium Development Goals (specifically MDGs #2: Achieving universal primary education and #3 Promoting gender equality and empowering women), the Dakar Framework for Action on Education for All (2000), and the United Nations Literacy Decade have led to an acceleration in efforts, funding and achievements on primary education, gender equity in education, and literacy, but still the reality is that about 60 million primary age children remain out of school and there are over 100 million illiterate youth globally.33 Those with low literacy skills are more than twice as likely to be unemployed. Most of the variation in skills proficiency is observed within, not between, countries. According to the PIAAC survey, “quality education” does not automatically translate into better skills. There appears to be extensive mismatching of skills and needs.34 Nor does education, as it is implemented in many countries today, provide sufficient training in core life skills and the ability to critically evaluate information and commercial messages.

Education is also a sector, which due to its size and outreach often requires more time and resources than other sectors in order to change course and encompass new ideas and approaches. This is particularly true in relation to advancing education for sustainable development and lifestyles, as it is recognized that ESD and ESL depend more on aspects related to the quality of education than the quantity of access and attainment. “Thus, it is argued that the foundation of ESD is not what we learn but rather how we learn, and especially how we continue life-long learning in a dynamic and rapidly changing reality.”35

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31 A positive correlation between school attainment and national GDP per capita that links each additional year of schooling to a 0.58% increase in long-run growth rates is confirmed by Hanushel and Woessmann (2008) across fifty countries.


35 Ofei-Manu, Paul and Didham, Robert J. Quality Education for Sustainable Development. Policy Brief, no. 28; Hayama, Japan: IGES.
1.1.5 Governance issues (community, national and international levels)

Governance provides one of the essential mechanisms for implementation of sustainable
development, and it thus has implications at international, national, sub-national and local levels.
Over five hundred international agreements exist in relation to various environmental and
sustainable development related issues. However, implementation on these international agreements
has been mixed at best and in several cases the achievements made have been extremely limited. The
top-down approach to governance of sustainable development that begins at the level of international
agreements and is replicated in responses at the level of national policy and which is then expected
to filter down to through implementation at sub-national and local levels has resulted in only limited
achievements aimed at facilitating transitions towards sustainable lifestyles.

Thus, one of the key governance related issues for sustainable lifestyles is how governance supports
citizen engagement with concepts and processes of sustainable development and how citizens are
facilitated to respond to these processes through meaningful actions in their daily lives and changes
in their overall lifestyle patterns.

The Democracy Index is an index compiled by the Economist Intelligence
Unit that measures the state of democracy in 167 countries. The index is
based on 60 indicators grouped in five different categories: electoral process
and pluralism, civil liberties, functioning of government, political participation,
and political culture. In addition to a numeric score and a ranking, the index
categorizes countries as one of four regime types full democracies, flawed
democracies, hybrid regimes and authoritarian regimes.

Lack of good governance and rule of law are real problems in a number of countries around the
world, especially in West Asia and North Africa, sub-Saharan Africa, and Asia-Pacific. Political
corruption and domestic conflicts in these regions continue to cause severe livelihood impacts and
can lead to forced displacement of large numbers of people. In fact, in 2012, forced displacement
reached an 18-year global high impacting over 45 million people. In direct relation to supporting
sustainable lifestyles, challenges faced around governance are:
1. Lack of citizen agency, engagement and responsibility in social transitions towards sustainable
lifestyles and societies;
2. Lack of citizen capacity to engage in an informed and productive manner for social transitions
   towards sustainable lifestyles and societies; and
3. Limited relevance of political discourse on sustainable development to individuals’ daily lives.

Thus, an approach to sustainable lifestyles is needed that not only focuses on individual choices
made in isolation to others, but should also address realising a collective pursuit of sustainability

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and each of us enabling this through our lifestyle choices as citizens collaborating on socially defined and agreed goals.

1.2 Barriers and opportunities for change

“Ultimately, to create a sustainable human civilization—one that can thrive for millennia without degrading the planet on which we all depend—consumer cultures will have to be re-engineered into cultures of sustainability, so that living sustainably feels as natural as living as a consumer does today.”

The problems and challenges mentioned in the previous section of this report are complex and interrelated. There exist varying opinions and research about the cause and effect ratio of some of the conditions described. At the same time, recent research and practice have shown that relevant opportunities for addressing these challenges have been emerging at all levels (international, regional, national, and local) that can help us overcome the barriers and offer solutions to most of the sustainability challenges and problems that affect us.

The barriers to change and improvement, which researchers have identified in relation to the problems identified in the previous section, are to a large extent related to the following nine issues.

1. Economic and social systems and structures which predominantly continue to replicate unsustainable development pathways and brown economy approaches;
2. The hegemony of globalization and trade in driving development pathways;
3. Lack of shared understanding and limited or non-existent knowledge on alternative development pathways, economic approaches and sustainability solutions;
4. Lack of coherent, integrated and participatory governance structures and systems;
5. Citizens’ limited ability to influence wider systems of society that precondition and determine many patterns of development, consumption and production;
6. Systemic lock-ins and inertia for change;
7. Education’s continued replication of rational, linear, and disciplinary thinking, as well as its focus on abstract and conceptual knowledge;
8. The prevalence of consumerism as the defining factor of modern socio-cultural norms and values;
9. Media and the advertising industry’s continued promotion and idealization of high-consumption lifestyles, and their lack of addressing pertinent issues around sustainability and climate change.

1.2.1 Barriers to change

“Changes in consumption patterns can drive the creation of new technologies necessary for sustainability and their adoption and diffusion at the desired pace. Success in bringing about these changes will require substantial reorganization of the economy and society and changes in lifestyles. Economic and financial incentives for the creation and adoption of new technologies will be needed which may include innovative policy reforms.”

“Some economists are questioning traditional concepts of economic growth and underlining the importance of pursuing economic objectives that take account of the full value of natural resource capital. More needs to be known about the role of consumption in relation to economic growth and population dynamics in order to formulate coherent international and national policies.”

38 UNDESA (2013) World Economic and Social Survey 2013; p.viii
Sustainable lifestyles (SL) extend beyond sustainable consumption, and thus it is not only a question of consumption practices in regards to SL. The current and traditional narrowing of individuals/citizens’ roles in affecting societal development and change into a single role as consumers creates an acceptance that society is only driven by consumption and decisions made within the market place. The prevalence of this interpretation leaves people feeling as if they have no real power or influence in making meaningful changes towards sustainability in other contexts. For example, if a person takes the most radical sustainable consumption choice to not consume (meat or TV or electricity or to drive a motor vehicle), this is not a choice that registers or influences the consumer market. If someone chooses to grow their own vegetables rather than buying them from the supermarket, this choice registers very little on common consumer barometers. As individuals, consumption choices are very important ways to influence how responsible and sustainable our own lifestyle practices are, especially if we take a broad understanding on what a consumption choice is (i.e. choosing to live near a public transportation line to avoid use of personal transport). But they are only a part of the total picture reflecting sustainable lifestyles and one part that is not that dynamic in influencing wider social change.

The prevailing mode of operation for education systems around the world is one that continues to replicate and reinforce the same world-views and ways of thinking that led to the exacerbation of challenges to global sustainability in the first place. Rational, linear and disciplinary thinking still predominate, although various educational theorists and practitioners continue to promote the importance of inter/trans disciplinary and whole systems thinking as well as the importance of real-world, pragmatic learning and knowledge generation. At the level of national curriculums and classrooms, education on sustainable consumption (or more generally consumer education) is perceived as the provision of awareness raising and knowledge on issues related to sustainable consumption, which in fact usually becomes more focused on identifying our current unsustainable practices rather than on how to achieve transitions to more sustainable practices. This form of transmissive education (and the subsequent first-order learning) is highly unlikely to achieve the types of transformation learning processes (aimed at second- and third-order learning) that serve as a catalyst towards sustainability transitions. Some educational approaches have attempted to widen the goal from mere knowledge dissemination by including desired learning outcomes on skills and values for sustainability. Multiple experts working on education for sustainable development though claim that the most important aspect of such education is not what we learn, but how we learn and thus the reformatory aspects to educational programmes as whole. Teaching someone about unsustainable practices does not specifically provide him or her with an understanding of what are sustainable practices, nor does it create the type of transformative learning that inspires examination and reframing of one’s daily life patterns or the practices of this person’s wider community. An effective learning approach for sustainable lifestyles will need to not only account for what should be learned, but also give direct consideration to how such learning can best be achieved and through what processes.

1.2.2 An Overview of Opportunities
The structures of today’s societies promote consumption patterns which people think of as normal but which are unsustainable. Change is often policy-directed but equally often stems from grass-root engagement and social innovation in communities. In recent years, there have been repeated calls both from policy makers40 and from interest organizations as well as researchers41, for a wider vision of well-being based on a renewed and revitalized discourse on the purpose of life and the goals of living in a highly interconnected global society.42 This is reflected by the trends encompassing “Identification and reflection on values and the future” as well as those where social learning and community consultation are central. These trends concentrate not only on material well-

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40 OECD Beyond GDP
being and the fulfilment of basic needs but goes beyond to deal with world-views, beliefs, and psychological and social aspirations.

The most common description of the drivers that motivate lifestyle choices identifies price, convenience and accessibility as main factors. Seen from a purely materialistic perspective, these play significant roles in determining consumer behaviour. Humanistic and existential psychologists (Maslow, Fromm, Rogers, etc.) have, together with numerous other researchers who investigated motivational factors for lifestyle changes, emphasize that while fulfilling basic material needs is essential, too great a focus on material goals alienates individuals from what is meaningful and paves the way to dependency on external rewards. The present global consumer society driven by marketing aims at reshaping material desires and offering gratification of instinctual appetites which often overrides the attainment of inner satisfaction directed by intrinsic values. 43

As stated in Agenda 21, consideration should also be given to the present concepts of economic growth and the need for new concepts of wealth and prosperity, which allow higher standards of living through changed lifestyles and are less dependent on the Earth's finite resources and more in harmony with the Earth's carrying capacity. Embedding sustainable practices in everyday life requires social acceptability, which in turn is often dependent on the reinforcement of pro-societal and pro-environmental norms. The opportunity to do this lies with families, teachers, the media and advertisers, and with policy-makers. Governments and private-sector organizations should promote more positive attitudes towards sustainable consumption through education, public awareness programmes and other means, such as positive advertising of products and services that utilize environmentally sound technologies or encourage sustainable production and consumption patterns.

Policies, making sustainable living the default option, create a sustainable choice architecture with a focus on low-impact consumption areas. Agenda 21 Chapter 4 states that: “The recent emergence in many countries of a more environmentally conscious consumer public, combined with increased interest on the part of some industries in providing environmentally sound consumer products, is a significant development that should be encouraged. Governments and international organizations, together with the private sector, should develop criteria and methodologies for the assessment of environmental impacts and resource requirements throughout the full life cycle of products and processes. Results of those assessments should be transformed into clear indicators in order to inform consumers and decision makers.” 44 They should also encourage the emergence of an informed consumer public and assist individuals and households to make environmentally informed choices by:
- Providing information on the consequences of consumption choices and behaviour so as to encourage demand for environmentally sound products and use of products;
- Making consumers aware of the health and environmental impact of products, through such means as consumer legislation and environmental labelling; and
- Encouraging specific consumer-oriented programmes, such as recycling and deposit/refund systems.

In a world where information is easily accessible and surveys show that many people seek more information than is readily available on a product through use of the internet or social media, 45 up-to-date and relevant research appears to contribute to the lifestyle decisions many people make. However, human choices are not always based on knowledge, nor are they always rational. The international research agenda could be a strong facilitating factor in the pursuit of sustainable lifestyles by addressing the following needs:
- Expand databases on production and consumption and develop methodologies for analysing them;

45 OECD, Ten Top Consumer Trends (2013)
- Assess the relationship between production and consumption, environment, technological adaptation and innovation, economic growth and development, and demographic factors;
- Examine the impact of ongoing changes in the structure of modern industrial economies away from material-intensive economic growth;
- Consider how economies can grow and prosper while reducing the use of energy and materials and the production of harmful materials; and
- Identify balanced patterns of consumption worldwide, which the Earth can support in the long term.

Making research available and understandable to the public is one way of motivating choices towards sustainability. We are seeing an increasing number of calls and initiatives aimed at strengthening or better aligning academic research so that it responds to the needs for addressing prominent global issues related to environmental change, human security and the pursuit of sustainability. Many of these calls orient the purpose of this work towards achieving a “transformation towards sustainability”. What is occurring now is a wake-up call to academic and research communities that their work must target the production of pragmatic knowledge for addressing the urgent challenges and problems that humanity and all life on this planet are facing, and this knowledge must be relevant and useful across all levels of decision-making, planning and implementation for sustainability.

1.3 Positive trends which address lifestyle challenges

Trends, which have been noted in recent years, address many of the above stated problems. Although the trends are diverse in character and application, many of them have aspects, which overlap with other trends, making clear categorization a difficult task. General trends, which have had a positive impact on the transition to sustainable lifestyles, can be categorized as follows:

1. Identification and reflection on values/future;
2. Social learning, community consultation and co-creation;
3. Collaborative consumption;
4. Voluntary simplicity and self-sufficiency;
5. Safeguarding sustainable, traditional knowledge and lifestyles;
6. Policy support and governmental initiatives;
7. Creation of sustainable spaces and innovative technology;
8. Corporate Social/Sustainable Responsibility (CSR) and Fairtrade;
9. Education for sustainable consumption and sustainable lifestyles (ESC & ESL);
10. Indicators for monitoring, assessment and evaluation, as well as systems learning for cyclical improvement;
11. Public participation in defining and planning sustainable, community development.

These trends reflect the findings of reports such as the Euromonitor International 2013’s Top Ten Consumer Trends, which highlight the fact that present trends move in different directions, which often appear contradictory. While many consumers seek luxury and instant gratification others “struggle for better work/life balance, the concerns of eco-worriers, an appreciation of frugality and imperfection and a longing for the authenticity of home and community.” Social media plays an increasingly important role in how people make their daily lifestyle decisions, as the “longing for the warmth of home and local networks” appears to grow. Healthy eating is a top priority for consumers in many parts of the globe as is “the thrifty lifestyle” characterized by shared ownership.

1.3.1 Identification and reflection on values, world-views, beliefs and the future

This trend encompasses many initiatives, which encourage visioning, awareness raising, systems thinking, scenario thinking, and backcasting. Some of these have sprung from the realization that the present materialistic, consumer society has resulted in many people becoming less articulate about

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47 Ibid.
their purpose and goals in life. Initiatives, which constitute this trend often, aim at assisting individuals and groups to see to what extent and how their values and beliefs influence their choices and behaviours. By increasing awareness of the links between ideals and action, these initiatives try to help close the so-called “value-action gap”. Many of the initiatives in this trend evolved from the research carried out in connection with the “Beyond GDP” projects which acknowledged the limitations of using income as the main measure of prosperity, and from the research carried out about well-being and happiness.

1.3.2 Social learning and community consultation and co-creation
This trend consists of initiatives that build on Habermas's ideas on communicative action and deliberative democracy. They attempt to provide spaces for dialogue and deliberation where groups can collectively analyze issues and together find solutions. Social learning is a process in which people are stimulated to reflect upon implicit assumptions and common frames of reference in order to create a room for new perspectives. Social learning is about creating a common platform for people of different backgrounds, knowledge, skills, values, perspectives and experiences both from the organisation and outside of it with the common aim of coming together to seek answers to questions that have no ready-made answers. Redefining "lifestyles" in ways that can actively contribute to sustainability means directly redefining socio-cultural norms and values, or to enable a process of paradigm change that requires a new language and a sustainability vernacular where new concepts can be properly discussed, explained and disseminated in an understandable manner. The list of coordinated initiatives in this trend is long and include the Regional Centers of Expertise which have evolved as a part of the UNDESD, the Sustainable Cities Movement led by ICLEI (the Network of Local Governments for Sustainability), and non-governmental organizations and small and medium enterprises such as BioRegional.

1.3.3 Collaborative consumption
This trend encompasses a wide range of initiatives dealing with new forms of ownership, sharing/swapping, landshare, bike/carshare, redistribution, peer-to-peer marketplaces where people “sell” their idling capacity; repairing, upgrading, bartering, microfinance, recycling and reusing. Many of the initiatives are based on trust and the conviction that not everyone needs “their own” tool or object. Many of the initiatives are led by dedicated, daring individuals who are willing to live differently than their neighbours. They have created extensive information bases, coordinated and shared their wares/services often via Internet, and manage their programs often on very small budgets if not entirely voluntary. Moving from a set of groups in different countries, the collaborative consumption movement has become a “groundswell” attracting steadily increasing numbers of people.

1.3.4 Voluntary simplicity and self-sufficiency campaigns
These campaigns are gaining popularity. They aim at promoting moderation, modesty and contentment by focusing on abstinence and material independence. These initiatives build upon the principle that all should have their basic needs met but that there is not a need for the extremes of wealth and luxury that exist today in many parts of the world and that many people, motivated by media and advertising, aspire to. Local food markets, home gardening, urban gardens, short-travelled food and eco-villages are some of the initiatives that integrate the ideas of voluntary simplicity and self-sufficiency. Thailand has advocated a national policy promoting the philosophy of sufficiency economy for nearly four decades.

1.3.5 Safeguarding traditional knowledge and lifestyles

It has become a growing concern in light of the rapid degeneration of the environment and in light of the spreading stereotyping via media of youth around the globe. Valuable insights into how to co-exist with Nature are being lost and therefore initiatives are appearing which attempt to capture and share the wisdom of elders, the traditions of tribes and groups. A good example of a process, which does this are the CSCP led workshops in the “Green Africa” project.

1.3.6 Policy initiatives

The list of policy initiatives related to sustainable lifestyles is also growing, though many feel the pace is far too slow and the results seem to be negligible. Initiatives can be charted in the areas of public procurement and public health activities. Eco subsidies and eco taxes are being used more frequently. This report does not have the possibility of mapping all the existing policies, which influence sustainable lifestyles, but mentions this trend as a vital aspect of the transition.

1.3.7 Creation of sustainable spaces and innovative technologies

Many private and public industries have recognized the objective need for more sustainable patterns of production and more sustainable products and services themselves. They have also acknowledged the growing consumer demand for more ecological products and “greening production” is high on many companies’ agendas. This has led to a surge of innovative technologies and alternative products. The private sector has also begun to encourage creative solutioning to many of the lifestyle related problems. Non-governmental organizations are focusing on challenges such as how to create spaces free from commercial influences, stress and toxic substances, and how to modify present technologies to make them more sustainable.

1.3.8 CSR/Fairtrade

CSR (corporate social/sustainable responsibility) has many definitions. One inclusive definition is “the process to integrate social, environmental, ethical human rights and consumer concerns into the (company’s) business operations and core strategy in close collaboration with their stakeholders”52. Other CSR models53 highlight four types of responsibilities for the corporation:

- The economic responsibility to be profitable
- The legal responsibility to abide by the laws of society;
- The ethical responsibility to do what is right, just, and fair;
- The philanthropic responsibility to contribute to various kinds of social, educational, recreational, or cultural purposes.

1.3.9 Education for Sustainable Consumption / Education for Sustainable Lifestyles

Education is recognized as an important catalyst for achieving transitions to sustainable societies, and its significance is especially critical when addressing how we organize our daily life practices at the level of the individual, communities and as a society. Education, and also capacity development, provides strong opportunities for impact generation in the promotion of sustainable consumption and lifestyles. An additional opportunity of equal impact is included in a deeper consideration on how a learning perspective for sustainable lifestyles can be integrated across the SLE programme to substantially increase the opportunities for individuals and communities to directly participate in the active identification of solutions for sustainable lifestyles, and in so doing broaden learning for sustainability transitions through non-formal and informal education channels.

In order to achieve education that helps to accelerate strong actions on sustainable lifestyles, a learning approach is needed that extends beyond the boundaries of formal education and recognizes the fundamental importance of active engagement in rethinking our ways of living and formulating solutions for sustainable lifestyles. Achieving learning for sustainable consumption and lifestyles, should thus be addressed with two distinct objectives:

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52 European Commission. Enterprise and Industry, Corporate Social Responsibility (CSR); website, 2014.
1. To provide education and awareness-raising on the knowledge, skills and values necessary for understanding and implementing sustainable patterns of consumption and sustainable lifestyles practices in one’s daily life.

2. To strengthen learning perspective across all sustainable lifestyle activities by increasing opportunities for active engagement in critical examination of current consumption patterns and lifestyle practices; reimagining lifestyle practices and identifying solutions towards more sustainable patterns; planning and implementing programmes for mainstreaming these solutions; and monitoring and evaluation of implementation activities and outcomes.

**1.3.10 Indicators for monitoring, assessment and evaluation**

The last decade has seen the development of numerous sets of indicators for assessment of progress towards sustainable development. They have evolved from frameworks based on diverse approaches such as issue or theme based frameworks, accounting frameworks, aggregated indicators, or response indicators. The main indicators of the Human Development Index (HDI) are life expectancy, education, and standard of living. Although the Human Development Index has existed since the early 1990s, it has refined the indicators and added such elements as inequality adjustment. Various regions and countries use Sustainable Development Indicators (SDIs) to report on their progress. The European Commission created a comprehensive set of indicators - the SDIs. The assessment indicators most often included deal with: poverty, governance, health, education, demographics, natural hazards, atmospheric conditions, land, oceans, seas and coasts, freshwater, biodiversity, economic development, global partnership and consumption and production patterns.

The above-mentioned indicators do not, however, necessarily reflect the sides of human existence, which are more values-based. Therefore, other indicators of assessment for progress towards well-being and sustainability have also attracted more attention. The Global Happiness Report contains indicators such as the Global Happiness Index, life satisfaction assessment indicators and the Cantril ladder.

**1.3.11 Public participation in defining/planning community development**

Stakeholder involvement in community development has increased significantly in the last decade due in part to the changes in the principles guiding development aid and in part to the development of internet technology allowing citizens to voice their opinions on a larger range of issues and more freely than previously possible. Trends exist across the globe that indicate a growing number of initiatives giving people the opportunity to consult with community authorities, neighbours, institutions, and businesses and to collectively co-create solutions for their regions based on their understanding of sustainable lifestyles, equality and justice.

**1.3.12 Sustainable Development Goals (post 2015 MDG follow-ups)**

At the Rio+20 Conference in June 2012, member states of the United Nations agreed to start a process to develop a set of sustainable development goals (SDGs), which would build on the Millennium Development Goals (MDGs), and to address the dimensions of sustainable development and their inter-linkages. The post-2015 process to determine a new set of global goals for development is ongoing at the time of the writing of this report. However, the international working groups which have been appointed to define the sustainable development goals have drafted as SDG 4.7 the following text: “…by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

**Key actors and implementers of the initiatives listed in this report are:**

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- NGOs and faith-based organizations
- Welfare organizations, well-being researchers and educators
- Local governments and local communities
- Families, clubs, and community groups
- Schools, educators, teacher trainers and curriculum developers
- Consortia of actors from government, research, education, business, NGOs, health and welfare organizations
- Politicians, public authorities, civil society groups, and citizens
- Small-to-medium enterprises
- Business and private sector
- Media and public relations
- International organizations

1.3.13 General overview of main areas

The above-mentioned trends address different sustainable lifestyles challenges. The following table presents a general overview of the main areas addressed by each of the trends presented. This description has been compiled on the basis of analysis of the cases presented in this report as well as analysis of the trends provided in other reference material used. While concrete proof of impact on certain issues is not readily available, this report has accepted the self-monitoring of the initiatives themselves and their descriptions of the effects they have had.

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<thead>
<tr>
<th>Problems related to sustainable lifestyles</th>
<th>Identification and reflection on values/the future</th>
<th>Social learning, community consultation and co-creation</th>
<th>Collaborative consumption</th>
<th>Voluntary simplicity/self-sufficiency</th>
<th>Safeguarding sustainable traditional knowledge and lifestyles</th>
<th>Creation of sustainable spaces and innovative</th>
<th>CSR/Fairtrade</th>
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</tr>
<tr>
<td>Forests depletion</td>
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<td>x</td>
<td>x</td>
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</tbody>
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The 10-Year Framework of Programmes on Sustainable Consumption and Production (10YFP)  
Global Stocktaking Report
<table>
<thead>
<tr>
<th>Natural disasters</th>
<th>x</th>
<th>x</th>
<th>x</th>
<th>x</th>
<th>x</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor energy management</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Rapid overpopulation in urban areas</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Transportation related problems</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Waste, specifically e-waste</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Water Management</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
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<table>
<thead>
<tr>
<th>Health and well-being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addiction to gambling</td>
</tr>
<tr>
<td>Addiction to narcotic substances</td>
</tr>
<tr>
<td>Cancer (lifestyle-related)</td>
</tr>
<tr>
<td>Cardiovascular diseases</td>
</tr>
<tr>
<td>Chronic respiratory diseases</td>
</tr>
<tr>
<td>Communicable diseases, premature deaths</td>
</tr>
<tr>
<td>Diabetes and obesity</td>
</tr>
<tr>
<td>HIV/AIDS</td>
</tr>
<tr>
<td>Mental illnesses</td>
</tr>
<tr>
<td>Unhealthy diets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult learning on how to use and adapt new technological solutions</td>
</tr>
<tr>
<td>Need for increased transdisciplinarity and social learning</td>
</tr>
<tr>
<td>Need for intensified focus on the quality of life for all</td>
</tr>
<tr>
<td>Need for more efforts to stimulate creativity and strength of character</td>
</tr>
<tr>
<td>Need to better incorporate traditional and indigenous knowledge and methods</td>
</tr>
<tr>
<td>Need to have a focus on ethics</td>
</tr>
<tr>
<td>Need to improved quality of education</td>
</tr>
<tr>
<td>Needs greater focus on citizenship (local, national and global)</td>
</tr>
<tr>
<td>Teaching needs to be more holistic, practical and participatory</td>
</tr>
<tr>
<td>Understanding and use of the concept</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corruption and bureaucracy</td>
</tr>
<tr>
<td>Financial and practical support for transnational initiatives to promote sustainable lifestyles</td>
</tr>
<tr>
<td>Infrastructure development and service delivery</td>
</tr>
<tr>
<td>International stereotyping/misconceptions about developing countries</td>
</tr>
<tr>
<td>Low social participation, poor representation, responsiveness, effectiveness</td>
</tr>
<tr>
<td>Mismanagement of international aid</td>
</tr>
<tr>
<td>Need for increased cooperation and synergy between relevant actors</td>
</tr>
<tr>
<td>Need for regional funding sources for innovative sustainable lifestyles’ related initiatives</td>
</tr>
<tr>
<td>Political and economic international community interference motivated by resources</td>
</tr>
<tr>
<td>Politicians overcommitting, over promising and under-delivering</td>
</tr>
<tr>
<td>Resources extraction without fair compensation</td>
</tr>
<tr>
<td>Trade and globalization</td>
</tr>
</tbody>
</table>

Three trends were not included in the above table, for the following reasons:
- Policy initiatives:
As described in the above text and shown in the cases, there are numerous policy initiatives, which address the problems described in this report. To attempt to make any comprehensive overview of the relevant policies is beyond the scope of this report. Nonetheless, there remain many areas in which policy initiatives are still greatly needed, particularly in relation to resource management, displacement, human trafficking and education for sustainable lifestyles.

- Education for Sustainable Consumption and Education for Sustainable Lifestyles:
Education for sustainable consumption/lifestyles is an overarching set of initiatives, which in principle are aimed at addressing all of the mentioned problems with perhaps the exclusion of policy-based problems. Even problems resulting from poor business management or poor governance have been addressed in some ESC/ESL initiatives in business schools and training of individuals who proceed to take on positions in governments. The greatest difficulty is identifying to what extent ESC/ESL focuses narrowly on the environmental dimensions of sustainable lifestyles and to what extent it encompasses the inter-linkages with other issues.

- Indicators for assessment
Existing indicators are expanding to incorporate new assessment items while new sets of indicators are being put forward. This report tries to indicate the interrelatedness of the numerous problems and initiatives mentioned herein and therefore recognizes that, when seen collectively, the revised and new indicators such as the Human Development Index from 2013, the European Sustainable Development Index, the Well-Being and Happiness Indicators which have evolved as a part of the “Beyond GDP” movement, etc. address all the problems listed. The remaining challenge is to integrate and further develop the individual assessment tools.

### 1.4 Analysis of Initiatives within existing trends

This section presents a list and a comparative analysis of a selection of initiatives within existing trends that address the challenges of sustainable living. The choice of initiatives has been made on the basis of impact (quantitative and qualitative), geographical reach, how they thematically address the dimensions of sustainable lifestyles and the barriers, and how they represent opportunities for transitions towards sustainable lifestyles. Details about each case can be found in Annex 4. These case studies are not statistically representative of all the numerous trends in existence, since, at present, no comprehensive global list of such case studies exists.

#### 1.4.1 Classification of case studies within existing trends

| Identification and reflection on values/the future |
|-----------------|-------------------------------------------------|
| **Global**       | World Happiness Report                           |
| **Europe**       | Sustainable Lifestyles Research Group (United Kingdom) |
| **Asia Pacific** | North Solomons Education Research Project (Papua New Guinea) |
| **Latin America**| Alianza por la Salud Alimentaria (México)         |

These cases are responses to the call over the last decade from international organizations and local communities for research and initiatives about people’s aspirations rather than economy-based goals. The first case presents the systematic measurement and analysis from diverse parts of the world about well-being and life quality. This case and the second one aim to provide evidence-based advice to policy makers. The cases from Asia Pacific and Latin America are more community-oriented initiatives seeking to include individuals in priority defining processes.

<table>
<thead>
<tr>
<th>Social learning, community consultation and co-creating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global</strong></td>
</tr>
<tr>
<td><strong>Asia Pacific</strong></td>
</tr>
<tr>
<td><strong>Africa</strong></td>
</tr>
<tr>
<td><strong>Latin America</strong></td>
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<tr>
<td><strong>Asia Pacific</strong></td>
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</tbody>
</table>
One of the main aspects common across these cases is the collective effort made to envision a new future. Through a process of participatory action research, the groups involved in these cases have worked to generate practical actions that can be taken within the context of people's daily lives to initiate and create a transition to sustainable lifestyles. An experiential learning cycle - based on simple steps of observation, reflection, planning and action - serve to create critical praxis among the group members and strengthen group deliberation around a deepening understanding of sustainable lifestyles.

### Collaborative consumption

<table>
<thead>
<tr>
<th>Region</th>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global</td>
<td>Peer-to-peer marketplaces</td>
</tr>
<tr>
<td>Europe</td>
<td>Social Lending and reuse (Finland)</td>
</tr>
<tr>
<td>Latin America</td>
<td>Consumo Colaborativo (Latin America and Spain)</td>
</tr>
<tr>
<td>North America</td>
<td>The Toronto Tool Library (Canada)</td>
</tr>
</tbody>
</table>

Whereas the first case presented here is a composite of many initiatives run by local groups, this and the other cases all represent redistribution markets, collaborative lifestyles, goods sharing, and service sharing. In the majority of these cases, the initiatives are civic action based on trust and mutual agreements. Collaborative consumption includes re-usage and recycling of products and materials rather than personal ownership. The Latin American case indicates how information about collaborative services can be shared via Internet.

### Voluntary simplicity/self sufficiency

<table>
<thead>
<tr>
<th>Region</th>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global</td>
<td>The Simplicity Collective</td>
</tr>
<tr>
<td>Global</td>
<td>The Slow Movement</td>
</tr>
<tr>
<td>West Asia</td>
<td>RainCatcher project in Jordan, Israel and Palestine</td>
</tr>
<tr>
<td>North America</td>
<td>The Centre for a New American Dream (USA)</td>
</tr>
</tbody>
</table>

Exploring and fostering materially simple, inwardly rich ways of living is the main intention of these cases. They have emerged as a reaction to the modern pace of living and to the extensive impact of consumerism. Originating as local de-growth and lifestyle campaigns, some of these initiatives have expanded to become global in scope though defined slightly differently in diverse regions. The Western Asian case is a regional initiative that assists school children to experience the value of simple, traditional methods of irrigation in relation to more complicated and expensive alternatives. All these cases carry out both public awareness-raising as well as practical application and have grown rapidly due to online information and communication exchanges.

### Safeguarding sustainable traditional knowledge and lifestyles

<table>
<thead>
<tr>
<th>Region</th>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>Maasai Environmental Resource Coalition (MERC) (Tanzania)</td>
</tr>
<tr>
<td>Latin America</td>
<td>ALANA / Territorio do Brincar (Children’s Playground, Brazil)</td>
</tr>
<tr>
<td>Asia Pacific</td>
<td>Rural-Urban China DESIS thematic cluster and projects</td>
</tr>
<tr>
<td>West Asia</td>
<td>Al Hima traditional conservation practice revival (Arab countries)</td>
</tr>
</tbody>
</table>

Safeguarding traditional knowledge and lifestyles is a process, which brings governments, businesses, legal authorities and local advocacy groups together as these cases clearly show. The impact of examples such as the Masai Environmental Resource Coalition may be regional but the model they represent of stakeholder participation in changing and establishing regulations has proven replicable in other places. The Chinese case is of special interest because it encourages the development and exchange of knowledge on how to discover and release the strengths of rural and urban life in China in order to avoid some of the pitfalls of modernization. This process of cultural communication addresses one of the largest challenges in Asia, rapidly growing urbanization.

### Policy initiatives

<table>
<thead>
<tr>
<th>Region</th>
<th>Initiative</th>
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<tbody>
<tr>
<td>Africa</td>
<td>Green City Bonds (South Africa)</td>
</tr>
<tr>
<td>Africa</td>
<td>Bafut Council Eco City Project (Cameroon)</td>
</tr>
</tbody>
</table>
Section 1 - Global stocktaking of trends and pathways towards sustainable lifestyles

<table>
<thead>
<tr>
<th>Region</th>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin America</td>
<td>SCAM / Environmental Certification of Local Governments – Municipalities (Chile)</td>
</tr>
<tr>
<td>Europe</td>
<td>Flagship Initiative Resource Efficiency (all European Union member states)</td>
</tr>
<tr>
<td>North America</td>
<td>Vancouver Greenest City 2020 Action Plan (Canada)</td>
</tr>
</tbody>
</table>

The cases here, with the exception of the Flagship Initiative, show how national and local authorities can make policy changes, which promote climate change mitigation and sustainable lifestyles. The Flagship Initiative encourages the European region to carry out policy changes to further resource efficiency. Each case represents a very different approach. The Green City Bonds was a successful attempt to secure funding sources for sustainability initiatives. The SCAM case is a successful certification program. All of the cases presented here build on the principles of Local Agenda 21.

<table>
<thead>
<tr>
<th>Creation of sustainable spaces and innovative technologies</th>
</tr>
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<tbody>
<tr>
<td>Region</td>
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<tr>
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</tr>
<tr>
<td>Asia Pacific</td>
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<tr>
<td>Latin America</td>
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</table>

The identified cases are led by non-governmental organizations and are civic action initiatives with local impact in the Indian case and regional impact in the Latin American case. Technical development and social innovation are the main drivers and motivators, whereas the barriers addressed are economic and social systems that don’t offer alternative paths to reach shared solutions and civil society participation. Results obtained have improved energy access and efficiency and increased coordination for public participation aimed at fostering sustainable development.

<table>
<thead>
<tr>
<th>CSR and Fairtrade</th>
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<tbody>
<tr>
<td>Global</td>
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<td>Global</td>
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<tr>
<td>Global</td>
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</table>

The geographical scope of selected cases is local, national and regional and its lead organisations are non-governmental organisations. The barriers addressed in both cases are the lack of consideration towards sustainability issues in globalization and trade. They illustrate policy development and education and guidance initiatives, which main drivers and opportunities are related to stimulating new norms and developing new metrics for social prosperity. The aim to be achieved are business social responsibility in the (ISO-26000) Accountability initiative and a fairer economic system in the Fairtrade International case. The main results obtained are policy tools such as the Charter of Fairtrade Principles and businesses increased competitiveness, reputation and staff commitment.

<table>
<thead>
<tr>
<th>Education and Research for Sustainable Consumption/ Education for Sustainable Lifestyles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global</td>
</tr>
<tr>
<td>Global</td>
</tr>
<tr>
<td>Asia Pacific</td>
</tr>
<tr>
<td>Global</td>
</tr>
<tr>
<td>Asia Pacific</td>
</tr>
<tr>
<td>North America</td>
</tr>
</tbody>
</table>

These cases deal with capacity building of teachers, development of new curricula and learning methodologies and the implementation of practical, holistic learning approaches. While the first four are large networks, the examples from Indonesia and the USA also represent groups of relevant stakeholders collaborating to present results about education about sustainable consumption and lifestyles in innovative ways. PERL and The Earth Charter Initiative focus to a large extent on a combination of values-based learning, civic education, environmental and consumer education while CEE concentrates on lifestyles in the context of community development from the perspectives of environment and health education.
The first two cases identified present a number of similarities: they both are research type of initiatives lead by supranational organisations. Their main driver and motivator is the development of new metrics for social prosperity, and the barrier they address are economic and social systems and structures that do not offer alternative paths to reach shared solutions for sustainable lifestyles. Furthermore, both aim at informing policy development and are built with the help of national governments. The third case is a community action initiative lead by a university. It shares the same driver and motivator than the previous two, but the barrier addressed is the limited ability citizens have to influence wider systems. Thus, whilst the first two cases can be considered top-down initiatives, the third one is a bottom-up example of good practice that allows reflection on the values to create a sustainable society and has resulted in a collective vision towards this aim.

### 1.4.2 Overview of case studies

The initiatives chosen are mainly led or co-led by NGOs. This might illustrate that civil society is a forefront enabler of transitions towards sustainable lifestyles. Out of the public authorities that led the identified initiatives, half of these initiatives were initiated by local governments and the other half by national governments.

Each one of the cases selected may include one or more types of initiative. Education is the initiative with the more case studies. Concretely, some of the activities carried out under education are workshops, seminars, demonstrations, counselling and learning material development. The cases do not always offer precise information on the type of research carried out, yet surveys, situational analysis and action research are specified most commonly. Civic action initiatives are carried out through: communication and coordination activities such as competitions, fairs, conferences and discussion forums; community projects; advocacy activities, namely campaigns, exhibitions and films.

The initiatives address a diverse array of barriers for sustainable lifestyles, as illustrated in Figure 11. At the same time, the drivers and motivators of the initiatives are more geared to build up a future culture for sustainable lifestyles rather than to achieve its implementation in the present time.
Finally, the impact of the initiatives presented is mainly societal (see Figure 12), and it includes: capacity building; awareness raising and learning materials development; increases and improvement in community participation and collaboration; development of new standards and certifications; new policy proposals and policy implementation; community development; maintenance and revival of traditional knowledge; conflict resolution; increases and improvement of public transportation systems; development of innovative technologies.

The environmental impact of the initiatives is often evidenced through land and fauna protection, conservation and environmental improvement; access to energy; reduction of CO₂ emissions and energy efficiency.

Finally, the economic impact is the less evident, and also the most difficult to measure together with the environmental one, but still results demonstrate growing markets, job creation, entrepreneurship and branding.

**Figure 12 – Impacts addressed in the case study analysed**

A: Consumerism and consumer culture where media and advertising do not incorporate sustainability.

B: Economic and social systems and structures do not offer alternative paths to reach shared solutions.

C: Citizens’ limited ability to influence wider systems of society that precondition and determine many patterns of development, consumption and production.

D: Lack of coherent, integrated and participatory governance structures and systems.

E: Globalization and trade (WTO and free trade agreements) do not take into account sustainability issues.

F: Lack of shared understanding and limited or nonexistent knowledge.

G: Education’s continued replication of rational, linear, and disciplinary thinking as well as its focus on abstract and conceptual knowledge.

**Figure 13 - Barriers addressed**

H: Vision building

I: New metrics for societal prosperity

J: Stimulating new social norms

K: Social innovation

L: Government leadership and adequate policy development:

M: Technology development

**Figure 14 - Opportunities**
1.5 Recommendations: Pathways and Actions towards Sustainable Lifestyles

This final section aims to reflect upon the main concepts and ideas outlined in the prior sections of the document, derived from the subsequent understanding of the complex relations between the identified challenges, barriers, opportunities and trends, offering a synthesis of some of the essential elements that should be considered in the overall development of the Sustainable Lifestyles and Education Programme of the 10-Year Framework of Programmes (10YFP) on Sustainable Consumption and Production, giving particular emphasis to the role that research, policy development, education and civic action have as the main tools to enable, strengthen and safeguard sustainable lifestyles.

1.5.1 Tools for the transition towards sustainable lifestyles

The main tools to be used in the transition to sustainable lifestyles are: research, policy development and education. Research, public policies, education and civic action are tools that build upon each other and create synergistic influence in order to enable, promote, strengthen and safeguard sustainable lifestyles. The sections below describe how and to what end these tools should be used to enable and accelerate the shift towards sustainable lifestyles.

1. Assessing the diverse and complex impacts of lifestyles at the regional, national, local and personal level.

Research provides the means to define, identify, understand, and assess the main sustainability challenges and opportunities of today, the complex and dynamic ways in which they are related to our current lifestyles – in a positive and/or negative manner, as well as to propose constructive solutions. Thus, allowing the result of the research process to be transformative, credible, valid, reliable, and scalable, while generating effective and evidence-based knowledge which can offer a solid foundation for policy and educational decision-making processes. In order to influence both policy and educational agenda setting, research design, implementation and evaluation needs to be: 1) relevant for policy making and educational development; 2) accessible; 3) conducted by researchers who understand policy and educational processes; 4) communicated effectively; 5) be participatory and thus connected to those who are the intended beneficiaries as well as being able to assess how socio-political, economic, cultural, ideological and power related dynamics influence research, policies and educational practices. A major challenge for research in the 21st Century is to strengthen methods to not only identify and explain the problems humanity is facing but also to generate pragmatic knowledge on how societies can take effective action to address these problems, secure well-being for all, and engender transformative change towards sustainability.

2. Building a collective vision for the future

Community consultations, based on social learning and frank discussion appear to provide the foundation for co-creating a collective vision for the future. By identifying essential elements of a prospective, prosperous future and considering how achievement of those goals differs from “business as usual”, this process provides a means for society to undertake collective deliberation and reflection that is necessary for redefining the values and norms that frame our understanding of driving social themes including development, prosperity and well-being, as well as offering the opportunity to explore and reimagine the pathways for securing sustainable lifestyles. The success of such continuous consultations is dependent on the involvement of all stakeholders, minorities and marginalized as well as the dominant and well-established.

3. Defining and agreeing on priority issues at the regional, national and local levels and distributing the respective roles and responsibilities for action.

Policies, which contribute to sustainable lifestyles, must incorporate the creation of suitable infrastructures, the setting of guidelines; the establishment of regulatory measures; and the provision of material and non-material incentives. For policies to be effective, they need to be implemented in transparent and accountable ways and allow for the measurement of achievements and evaluation of the quality of their results. Achieving both horizontal and vertical integration across policy decision-
making, planning and implementation processes is key to achieving streamlined and efficient approaches to sustainability.

4. **Building capacity amongst groups and individuals**

Education, both formal and informal, can help achieve well-being and improve the quality of life for all by developing values, knowledge, and skills to enable individuals and social groups to become actors of change towards more sustainable behaviors. Education provides citizens with the appropriate information and knowledge about the environmental and social impacts of their daily choices, as well as ways of creating their own workable solutions and alternatives. Education integrates fundamental rights, freedoms and responsibilities, and it empowers citizens to participate in the public debate and in civic action in an informed and ethical way.

5. **Identifying together with relevant stakeholders the appropriate initiatives at the regional, national and local level, and assisting in building partnerships, networks and alliances.**

Civic action occurs when knowledge and insights combine with motivation to move people from the sphere of contemplation and discussion to the realm of implementation. The lone hero may accomplish a good deal, but research indicates that groups, which collaborate, create greater synergies and impacts. This is clearly evident when reviewing the examples of initiatives presented in this report. With the constant improvements in communication and travel, cooperation in the form of partnerships, networks and alliances is increasing and having ever-greater influence on the changes needed to achieve the transition toward sustainable lifestyles.

1.5.2 **Organic growth**

Unlike programs, which have limited, clearly identifiable target groups; easily measureable, quantifiable results; and limited variables, the Programme on Sustainable Lifestyles and Education deals with comprehensive and transformative social change. The data presented in this report shows that it is unrealistic to exclusively expect linear progress in a process, which is so strongly influenced by cultural, natural and technological conditions. The initiatives of the last decade related to sustainable lifestyles reflect the complex and interrelated nature of the required change. They are, in general, civil society, grass-root initiatives arising from concern over immediate, tangible problems. Only recently have policy reforms begun to provide structural incentives leading to lifestyle modification on a larger scale. The material presented in this report confirms what many social scientists have contended: that social change is organic, moving, at times in unexpected directions, and strongly dependent on the related cultural contexts and the social skills required to innovate and commit to a complex and long term processes of transition.

This does not mean that such organic growth is necessarily less impressive or slower than streamlined movement from one predetermined point to another. Nor does it undermine the importance of policy initiatives. On the contrary, a participatory process of policy development could trigger and foster organic growth giving space to a large range of social creativity and experimentation. This approach provides chances for the contributions of and depends upon the implementation by stakeholders to a greater degree than in purely linear, top-down policy frameworks. The procedural challenge is therefore to provide continuous, inclusive and interrelated opportunities for social learning – learning which includes consultation, implementation, reflection and adaption. The content of this learning and implementation process should consist of aspects of all the problems related to current lifestyles examined in this report: human development needs, environmental concerns, well-being and health conditions, concerns around education for sustainable development, governance issues and international relations. Therefore, relevant, accessible research, especially pragmatic and action research processes are indispensable in the provision of up-to-date information. Such research also enables processes, which allow, not only policy-makers, but also individuals, families and communities to base their discussions, actions, evaluations and modifications on available and appropriate information/data. This will enable continuous diagnosis of the challenges and engages active citizens to keep creating and implementing appropriate alternatives for the transition to sustainable lifestyles.
Organic growth also calls for the ability to think critically about existing patterns and to be able to
dare to modify them. Like a tree in need of pruning, existing lifestyles need to have unsustainable
branches removed in order to encourage more fruitful and sustainable growth. The skills required for
identifying what should be removed and what should be allowed to blossom are skills which modern
education should include. Therefore, the capability of education in supporting a transition towards
sustainable lifestyles will depend on increasing the acceptability and adaptability of education
programmes, as well as enhancing the inclusion of real-world experience and problem solving to
achieve practical applicability. Experiential learning theory provides a valuable perspective to
understand how education can engender a learning process based on critical praxis, i.e. the
combined process of reflection and action to develop practical knowledge for effecting change. Experiential
learning requires participants have strong feelings of responsibility towards the
development process, and for this to occur active participation in formulating, implementing, and
managing development is necessary. “The more participants are engaged in each stage of the
learning process, the greater their influence on system development and learning”. In collective
processes where an experiential learning approach is applied, this can support an expanding
knowledge framework about sustainable lifestyles by intermixing active involvement in
development and planning, conscientious observation of lifestyles actions, reflective consideration
of outcomes and review/restructuring of beliefs and assumptions.

1.5.3 Unity in diversity
The concept of sustainable development, as it was originally presented in 1987 and as it has since
been elaborated on, is based on the recognition of our role as members of one human family,
interdependent on each other and on nature. An underlying vision in nearly all the cases, which were
examined for this report was that although perhaps focusing on a local issue, the participants were
concerned with the regional and global ramifications of their efforts. This ability to expand one’s
vision to be world embracing is dependent on the ability to see the consequences of one’s actions not
only on oneself but also on others and nature. It involves the motivation of a set of global values, the
attitudes of global citizenship and the skills of systems-thinking and change management.

An appreciation of our interdependent nature would not only accommodate social relationships, but
it would also establish a meaningful understanding of humanity’s role within the greater biosphere
where the interconnections between a diversity of species is the key to stability and evolution. This
may be viewed as a process of conscious integration, which can be supported through values-based
education that is rooted in place (i.e. ecological) and in people (i.e. social). If social processes can
engender the values that lead to a culture of sustainability, then learning to interact with
development in an interdependent manner becomes a norm of socialisation. Education will need to
incorporate the sustainability paradigm and become a key social process for cultural transformation,
but the concept of education must be extended to incorporate the day-to-day learning that occurs
through acting in and with the world around us. It is this learning that the possibility for dialogue,
deliberation and re-examination of the underlying values and world-views that legitimise current
unsustainable practices arises.

1.5.4 Multifaceted approaches
It has been characteristic of the past decade to evaluate progress towards sustainability by measuring
the reduction of CO₂ emissions and thereby the impact lifestyles have on the environment. Though a
valuable first step, it is limited when considering the diverse and closely connected elements, which
together determine lifestyles. The Rio+20 Conference called for new partnerships for sustainability.
On all levels, there is a need for increased inter-departmental, inter-disciplinary, and inter-sectorial

55 Originally discussed by Kolb and Fry (1975) and Kolb (1984)
56 As promoted by Freire (in multiple publications from 1970 to 1998) and Ledwith (2005).
57 Breathnach, Catherine (2006) ‘Knowledge Creation, Communal Learning and the Creation of Sustainable Community’;
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approaches. This also means that when we consider the social, environmental and economic dimensions, these dimensions must not be treated as separate silos (or pillars), but rather as overlapping and interdependent features of the same system. For this purpose, it is necessary for the operations in each dimension to be directly influenced and guided by the types of principles and values established in the other two dimensions, i.e. each dimension should be operationalized and guided by the service and benefit it can provide to the other two dimensions, rather than operating solely from the self-interests of its own sectorial needs.

1.5.5 The 10 Year Framework of Programmes on Sustainable Consumption and Production

The 10YFP and the Sustainable Lifestyles and Education programme could have as a goal to become an outstanding example of cooperation between those dealing with the diverse aspects of lifestyles. By facilitating, as mentioned above, community collaboration, which includes all groups—women, children, minorities, marginalized groups, etc.—the 10YFP would contribute to achieving this. Supporting the efforts of small organisations working together for a sustainable future is another way of ensuring a multifaceted approach. Still another means of doing this would be by supporting trans-disciplinary research and education projects. Additionally, appealing to governments for cross-sectorial plans would also contribute to achieving this goal and creating more holistic, multifaceted approaches to the transition to sustainable lifestyles.

1.5.6 Targeted milestones

When working in a garden, the gardener makes a plan. He/she creates a conducive environment for the plants’ growth. When weeds pop up or a storm breaks the gardener clears the path and adjusts what is needed. Similarly, the 10YFP will also need clearly targeted milestones. They might be, for example, an expanded version of green schools or the green-flag certification of schools which might stimulate policy debates (curriculum planning), teacher training (to be able to teach critical thinking, theories of change, systems thinking, value-chain, co-creation and holistic approaches to sustainable lifestyles), and community involvement. Or it might be to set a goal of a number of community “creative circles” in different parts of the world—circles/gatherings where participants not only consult but plan, implement, reflect and adapt. These creative circles could be used to address societal problems and challenges mentioned in this report as well as reduce dependency while offering space for innovation to take advantage of local resources and opportunities; e.g. use of technologies and private sector approaches like social entrepreneurship for youth initiatives. Other targeted milestones could include a certain amount of funding to stimulate research projects, to build capacity in education, and to stimulate knowledge and experience exchange. By supporting projects, which use modern information and communication technologies and online platforms – taking advantage of channels like You-Tube, Facebook, Google+, MOOC’s and the SCP Clearing House (http://scpclearinghouse.org) – the 10YFP could reach a wide audience. While social media will be the way for the future, old methods of reaching many like radio and TV as well as cell phone SMS will continue to play a major part in mass education and awareness.

If the 10YFP on SLE is to be dynamic and creative it must not engage in linear, mechanical thinking but invite everyone, everywhere to partake in a common journey along numerous pathways. While systems create possibilities, people as active citizens can provide appropriate action for the change we want to see. Applying a whole-systems approach to change management, it is important to recognise that transformative change will not only be non-linear but it will also require a process of push and pull, give and take across the system. For example, certain desirable cultural changes may first require changes to social infrastructures, but as the cultural changes occur this may then generate opportunities for wider institutional and infrastructure transformation. At the center of this process though, it must be kept in mind that while systems can create (or limit) possibilities for change, it is people working together as active citizens that provide appropriate action for the change we want to achieve.
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**Pathways to Sustainable Lifestyles**

**Global Stocktaking Report**

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**Governance issues (community and national levels)**

**Pathways to Sustainable Lifestyles**

**Global Stocktaking Report**

The 10-Year Framework of Programmes on Sustainable Consumption and Production (10YFP)

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This report contributed to the overall development of the Sustainable Lifestyles and Education Programme of the 10-Year Framework of Programmes on Sustainable Consumption and Production (10YFP) by delivering a better understanding of the complex relations between lifestyles and sustainability, explaining the roles of research, policy development, education and civic action in enabling, strengthening and safeguarding sustainable lifestyles.

It presents the concept of sustainable lifestyles as understood today; examines common lifestyles issues and differences between regions; and presents examples of the trends and innovations that are in place to address them, with a special focus on education.

This report also investigates how transformative learning and change towards sustainable lifestyles can be accelerated and enhanced through the initiatives of the Sustainable Lifestyles and Education Programme.
ANNEXES

ANNEX 1: ESC/ESL COMPETENCIES

Education for Sustainable Consumption and Education for Sustainable Lifestyles focus on the development of these competencies, which include developing the following attitudes, knowledge and skills:

1) Ability to define what one considers to be a good quality of life and to be able to identify the values upon which this is based.
2) Realization of the complexity and often controversial nature of sustainable consumption issues.
3) Insight into how individual lifestyle choices influence social, economic and environmental development.
4) Ability to acquire, assess and use information on the consequences of consumption especially on the environment.
5) Knowledge of consumer rights and central consumer protection laws.
6) Basic knowledge of the market system and the role of business.
7) Knowledge of how the production processes are linked to the consumption system.
8) Basic knowledge of the interaction of pricing mechanisms with the consumer’s attitudes and behaviour.
9) Insight into the practicalities of both the supply and demand sides of production and consumption and their outside-of-the-market relationships to community development.
10) Awareness of a commodity’s intangible and symbolic characteristics.
11) Ability to recognize, decode and reflect critically upon messages from the media and the market.
12) Knowledge of social networks responsible for shaping consumption patterns (peer pressure, status, etc.).
13) Consciousness of civil society’s power to initiate alternative ways of thinking and acting.
14) Individual and collective understanding of consumer social responsibility in relation to the corporate social responsibility.
15) Ability to manage personal finances (budgeting, saving, investing, taxes and fees).
16) Ability to manage physical resources (effective control, maintenance, reuse and replacement).
17) Knowledge of conflict resolution in general and in particular in relation to consumer related situations such as product safety, liability, compensation, redress and restitution.
18) Ability not only to envision alternative futures but also to create reasonable paths of action leading to these.

ANNEX 2: REGIONAL ANALYSIS OF BACKGROUND, TRENDS & CHALLENGES FOR SUSTAINABLE LIFESTYLES

This section details the individual analyses conducted for six regions to identify the specific conditions, problems, challenges and trends for achieving sustainable lifestyles present in the context of each region. The summary of this information provides the basis for the global stocktaking of lifestyle impacts and challenges presented in section 1.1. It should be noted that although these analyses were conducted at regional levels, within each region there remains a wide variety of lifestyles and pertinent issues across countries and even within countries.

2.1 European Analysis of background, trends and problems for Sustainable Lifestyles

2.1.1 Human Development

The evaluation of progress since 2000, based on the headline European Sustainable Development Indicators, indicates clearly favourable changes for the ‘employment rate of older workers’; moderately favourable changes for the ‘real GDP per capital' and 'life expectancy at birth;' whereas it indicates clearly unfavourable changes for the indicator 'people at risk of poverty or social exclusion.' In 2012, close to 125 million people - almost a quarter of the population in the European Union (EU) - were at risk of poverty or social exclusion. Almost 50 million are suffering severe material deprivation. According to the World Bank in Europe and Central Asia (ECA), $1.25 per day is seldom enough to survive. The average household in ECA spends over 7 per cent of its income to pay

58 [http://epp.eurostat.ec.europa.eu/portal/page/portal/sdi/indicators]
59 Eurostat 13/184
for energy and food, compared to 4.7 per cent in the East Asia and Pacific region and 4.6 per cent in the Latin America and Caribbean region. These costs add up and even with $2.50 per day for each person, families in the region struggle to afford heating and food, let alone other living expenses. Such households are considered to be extremely poor. There are others who live on $5 per day, and while their struggle is not as acute, they still live in poverty-like conditions.

2.1.2 Environmental Concerns
Almost all European countries with an individual CO₂ emission limitation or reduction target under the Kyoto Protocol are on track towards achieving their respective 8 per cent targets. This compares favourably to assessments in previous years. The EU is therefore very close to reaching its 20 per cent reduction target on total emissions, six years ahead of 2020. But EU Member States need to double their use of renewable energy by 2020 compared to the 2005–2011 period to reach the legally binding renewable energy target. Progress towards 2020 energy efficiency objectives — only four EU Member States considered to be making good progress. For most EU Member States, however, the current policies are not sufficiently developed or implemented across the relevant sectors. This is due to insufficient enforcement as well as impacts arising from the economic crisis.⁶⁰

Within Europe, environmental pressures from resource use appear to be declining, most notably for water and energy. However, large regional differences exist.⁶¹ Trends in household spending patterns in Europe from 1995 to 2010 are mixed but have shown some tendency towards an increasing share of consumption categories with lower environmental pressure intensities. Almost all consumption categories have also seen reductions in environmental pressure intensities. Together these two developments are likely to have had the effect of relatively decoupling environmental pressures from growth in household consumption expenditure. However, it should be noted that this could have been caused by improvements in the production processes of individual goods and services within each consumption category, but also by shifts in the products being purchased within each consumption category. For example, a shift from use of private cars to trains will show up as a reduction in pressure intensity in the Transport category.⁶² The report points to serious failings in European efforts to meet resource needs. For example, approximately 14 per cent of the EU population cannot afford to keep their homes warm. This rate is up to 40 per cent in some countries.

The Member States of the European Union (EU) produce more than 2 billion tonnes of waste, including hazardous materials, every year. And this figure is rising steadily. The situation is even more alarming in the countries of Eastern Europe, Caucasus, and Central Asia. The waste generated there accounts for nearly 4 billion tonnes (2009).⁶³

2.1.3 Health and Well-Being Challenges
European countries have achieved major gains in population health in recent decades although large gaps persist. Life expectancy at birth in EU member states has increased by more than six years since 1980, to reach 79 years in 2010, while premature mortality has reduced dramatically. Over three-quarters of these years of life can be expected to be lived free of activity limitation. Gains in life expectancy can be explained by improved living and working conditions and some health-related behaviors, but better access to care and quality of care also deserves much credit, as shown, for instance, by sharply reduced mortality rates following a heart attack or stroke. Most European countries have reduced tobacco consumption thanks to public awareness campaigns, advertising bans and increased taxation. Alcohol consumption has also fallen in many European countries. Curbs on advertising, sales restrictions and taxation have all proven to be effective measures. In the European Union, 52 per cent of the adult population is now overweight, of which 17 per cent is obese. Rising obesity has affected all population groups, to varying extents. Chronic diseases such as diabetes,  

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⁶⁰ EEA Environmental indicators report 2013
⁶² Eurostat NAMEA survey 2013
asthma and dementia are increasingly prevalent, due either to better diagnosis or more underlying disease.\textsuperscript{64} Mental ill health accounts for almost 20 per cent of the burden of disease in the World Health Organization (WHO) European Region and mental health problems affect one in four people at some time in life. Nine of the 10 countries with the highest rates of suicide in the world are in the European Region.\textsuperscript{65} According to statistics, one in 10 people has an online gambling addiction and can’t get out of it anymore. In addition, the worse the gambling addiction is, the more that they have a loss for life, their circle of friends, their hobbies, and their broken family. As gambling on the Internet becomes more popular and more sites crop up, those numbers are expected to increase. In the European Region, illicit drug use, which was responsible for 2.4 million life-years lost due to disability and mortality in 2004, ranks as the ninth most important cause of disability-adjusted life-years (DALYs) lost.\textsuperscript{66}

2.1.4 Challenges related to Education and Education for Sustainable Development

The United Nations Economic Commission for Europe as well as the European Commission have developed strategies for promoting education for sustainable development. The core of these strategies is that each country is responsible for the preparation and implementation of national plans to follow-up the UN Decade on Education for Sustainable Development (ESD). Some of the national strategies were adopted as national policy, given funding and put into action. Others have remained as general endorsements without concrete implementation processes and lacking mention of SCP. The growth of ESD in schools as an independent subject and/or cross cutting theme provided space for aspects of ESC AND ESL (water conservation, energy usage, waste management, fair trade, etc.). But only a few countries developed national strategies for ESC or ESL that cover the broader span of thematic issues beginning with values and core life skills and dealing with the various interrelated elements of consumption and production, including future skills. Notable examples of national ESD policies, which, in fact, included identifiable elements of ESC/ ESL, can be found in Germany, Sweden, The United Kingdom, Iceland and Norway.

2.1.5 Governance Issues (community/local, national, and international levels)

While the EU has taken many steps and approved numerous strategies on the path towards sustainable development, many still follow contradictory paths, which lead to increased unsustainable growth.\textsuperscript{67} Reconciling these two paths into a condition where governmental institutions are focused on sustainable development is still a challenge for European nations. Regulations, which contribute to improving access to sustainable products and services, are increasing in Europe, and with the assistance of the European Council in particular, but there is still limited mobilization of practices in government to “maximize continued advance (towards sustainable development).”\textsuperscript{68} The EU has also played a leading role in the transition towards sustainable consumption and production among other things through the work coordinated by the European countries that lead many of the Marrakech Process Task Forces. The Swedish and Italian governments, through their commitments to the Task Forces on Sustainable Lifestyles and Education for Sustainable Consumption, provided the international community with ideas, projects and valuable experience. However, little space was given to these issues in the international debates in the Commission on Sustainable Development and the Rio+20 Conference. It appears that Europe’s position in regional and global alliances such as the G-20, puts restraints on continuing and/or up-scaling initiatives related to sustainable lifestyles and education.

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\item \textsuperscript{65} \url{http://www.euro.who.int/en/health-topics/noncommunicable-diseases/mental-health}
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2.2 Asia-Pacific Analysis of background, trends and problems for Sustainable Lifestyles

2.2.1 Human Development

About 20 per cent of the regional population live in extreme poverty, although this is a dramatic improvement from 1990 when the figure was 52 per cent of the population.69 Some 743 million people in Asia-Pacific were living in extreme poverty in 2011.70 Based on the 2013 HDI Report, Asia-Pacific includes seven countries classified as “Low Human Development” (the second largest regional amount behind Africa), but it also includes eight countries in the “Very High Human Development” category (which is the second largest regional amount behind Europe). Many Asian countries have experienced significant rises in housing prices over the past 10-15 years as well as increasing levels of household indebtedness. This is recognised as an emerging vulnerability in the region.71 While Asia-Pacific has experienced strong economic growth over past decades, the benefits of this growth have not achieved substantial reductions in gender inequality. Women remain underrepresented in many employment sectors, although they are overrepresented in “vulnerable, poorly paid, and less secure” employment sectors. The gender wage gap remains markedly high in several countries across the region.72

2.2.2 Environmental Concerns

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69 ESCAP Statistical Yearbook 2013, p. xi
70 ESCAP Statistical Yearbook 2013, p. 109
71 IMF Regional Economic Outlook – Asia-Pacific, Apr. 2014, pp 34-6
72 ESCAP Statistical Yearbook 2013, p. 147-8
Asia-Pacific is now the region responsible for the largest quantity of GHG emissions, although on a per capita basis regional emissions are lower than the global average.\textsuperscript{73} Emissions of SOx and NOx and particulate matter cause serious local air pollution problems and result in significant health impacts. Asia-Pacific experiences the largest risk and vulnerability to natural disaster, with a person living in Asia-Pacific being 67 times more likely to be affected by a natural disaster than a person living in Europe.\textsuperscript{74} Driven by increasing wealth and consumption patterns across the region, the challenges of waste management and implementation of 3Rs (Reduce, Reuse, Recycle) approach is becoming increasingly important.\textsuperscript{75} Reduction of deforestation in Asia-Pacific also has the potential to be a significant climate change mitigator.\textsuperscript{76}

\subsection*{2.2.3 Health and Well-Being Challenges}

Two-thirds of the world’s undernourished live in Asia-Pacific.\textsuperscript{77} “It is estimated that about 77 million children under five years of age are underweight in developing countries in Asia and the Pacific and are therefore at risk.”\textsuperscript{78} Although this is still a significant issue, Asia-Pacific nearly halved the percentage of the population that is undernourished between 1990-92 and 2010-12, i.e. from 22 per cent to 13 per cent, and if this trend continues then the region is on course to meet MDG 1.C.\textsuperscript{79} There remains a large number of people in Asia-Pacific who do not have access to reproductive health services and over 132 million women of reproductive age experience an unmet need for modern contraceptive methods.\textsuperscript{80} Although many countries have made substantial improvements in reproductive health and maternal mortality ratio, there are still a number of countries that are lagging behind in achieving MDG 5, with the highest rates of maternal mortality occurring in South and South-West Asia. Although significant improvements have been made over the past two decades on increased access to improved sanitation facilities, this remains a pressing issue. “In South and South-West Asia, only 44 per cent of the population had access to basic sanitation in 2011; however, this is a significant improvement from 27 per cent in 1990.”\textsuperscript{81} This is no longer a regional problem, but is a serious and persistent problem in a small number of Asian countries. “Five of the 10 countries worldwide with the most under five year old deaths (8.1 million in total) are in Asia (India, Pakistan, China, Afghanistan and Bangladesh). India alone accounts for 21 per cent of all under-five deaths in the world.”\textsuperscript{82}

\subsection*{2.2.4 Challenges related to Education and Education for Sustainable Development}

Almost half of all children in Asia-Pacific do not receive pre-primary education.\textsuperscript{83} Generally, the region has achieved significant improvements in rates of primary and secondary enrolment (although conditions can vary dramatically across the region). Adult Literacy remains a serious problem in the region. More than half the world’s non-literate adults live in South and West Asia.\textsuperscript{84} While other countries in the region have made impressive strides to address enhance levels of adult literacy, they are now challenged by the fact that the remaining non-literate adults cannot be effectively reached through the means they have already developed; and reaching these marginalised groups will require more innovative solutions. Gender Disparity remains high in secondary and tertiary education in

\begin{footnotesize}
\textsuperscript{73} ESCAP Statistical Yearbook 2013, p.162
\textsuperscript{74} ESCAP Statistical Yearbook 2013, p. xiii
\textsuperscript{75} GEO5, p. 260
\textsuperscript{76} GEO-5, p. 263
\textsuperscript{77} ESCAP Statistical Yearbook 2013, p. xii
\textsuperscript{78} ESCAP Statistical Yearbook 2013, p. 27
\textsuperscript{79} ESCAP Statistical Yearbook 2013, p. 129
\textsuperscript{80} ESCAP Statistical Yearbook 2013, p. 2 and p. 35
\textsuperscript{81} ESCAP Statistical Yearbook 2013, p.121
\textsuperscript{83} ESCAP Statistical Yearbook 2013, p. 77
\textsuperscript{84} UNESCO Regional Report on Progress Towards EFA, 2011, p. 15
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many countries. With substantial improvements already made in quantity of education in many countries across the region, growing priority is being placed on addressing the quality of education. Improvements to teacher training and continual professional development are considered key to addressing this. Estimates suggest that over 4 million new primary and secondary teachers will need to be added to the current workforce in coming years if improvements in education enrolment and attainment are to continue. With a rapidly growing population and expanding middle class in Asia-Pacific, the increasing demand for Tertiary Education is nearing a point of overreaching the available higher education infrastructure in many countries. For example, in India there is a projected demand for 14 million new university places by 2020. Opportunities for Technical Vocational Education and Training (TVET) and continuing professional development/workplace learning are limited across a large number of countries in the region.

Over the past decade or 15 years, a number of countries across Asia-Pacific have achieved significant improvements in education. If these trends continue, then many countries in Asia-Pacific would be well on track to meeting MDG education goals. However, certain countries still lag behind, and in general though the improvements made are impressive they are still not complete. Access and attainment in primary and secondary education still requires further improvements in many countries, but recent positive trends suggests that these issues are no longer as problematic as they previously were. Notably, enrolment in secondary education remains well below the global average in South and West Asia.

2.2.5 Governance Issues (community/local, national, and international levels)

Gender Inequality in the Political Arena and Decision Making: All but three countries in the region fall short of the 30 per cent international benchmark set for female representation in national parliaments. In the private sector, female representation on boards of major domestic companies is less than 10 per cent (except for in Australia where the average is 11.2 per cent); however, several countries in the region are actually global leaders in percentage of women in senior management positions. Accountability, Monitoring, Data Collection, Access to Information and Legal Redress: Lack of systems in many countries to support these governance aspects undermine the overall effectiveness of regulatory policies. Lack of Integrated Policy Making for Sustainable Development: Many governments in Asia-Pacific “remain centralized, expert driven, compartmentalized, and inflexible.” Only five Asia-Pacific countries (i.e. Australia, China, Japan, New Zealand, and Republic of Korea) are noted as have made some efforts to mainstream policy integration. The lack of policy integration is in relation to both vertical and horizontal policy making and implementation. Lack of Implementation of National Environmental and Sustainable Development plans: Although vast majority of countries in the region have committed to international environmental and sustainability agreements (such as Agenda 21) and a large number of these countries also went on to develop corresponding national plans or policy, with exception to a limited number of countries in the region very few of these policies or plans have resulted in actual implementation.

85 ESCAP Statistical Yearbook 2013, p.81
86 UNESCO Regional Report on Progress Towards EFA, 2011, p. 20
89 ESCAP Statistical Yearbook 2013, p. 150-2).
90 GEO5, p. 261
91 ESCAP/ADB/UNEP 2012; cited in GEO-5, p. 264
92 GEO-5, p. 278
93 GEO-5, p. 264
2.3 Latin America Analysis of background, trends and problems for Sustainable Lifestyles

2.3.1 Human Development

The Latin American countries, beyond the particularities of each one, share some similarities in their prevalent political, economic and human development. Common history, language and culture have contributed to these similarities. In general, the overall context has evolved positively, under the influence of global changes occurred in the last three decades. Relevant processes have been globalization, democratization, changes in role and reforms of the state, development and crisis in social security systems, and economic growth.

On the other hand, one of the main development limitation has been the maintenance, and in some cases significant growth, of inequality and social exclusion. Reflecting the wide diversity of countries, peoples and cultures that make up the region, different visions of development exist and must be recognized. State action is emphasized in some countries as an essential factor to pursue progress focused on equity and the needs of the population, while in other countries, progress is seen as based on modernization focused on the market and efficiency, with emphasis on privatization and the reduction of the size and influence of the State. In general, the diverse type of state reforms have produced benefits with economic growth and social development, but have also increased social and economic inequalities, to the detriment of poor and excluded groups of the population.

Latin America has made significant progress on poverty reduction as well as on economic growth and financial stability. According to the Human Development Report of 2013 states in the region have
“taken on greater responsibilities in terms of social protection.” However, the region still faces increasing rates of crime and violence, which reflect, among other things, unemployment and social marginalization.

2.3.2 Environmental Concerns
Latin America constitutes a significant percentage of the world’s biodiversity and has major natural resources and environmental conditions, representing a great wealth for many of the countries of the region (water, natural gas, forestry, minerals, agriculture and livestock potential). However, despite the differences between the countries, Latin America also shares a number of common environmental problems. Climate change, loss of biodiversity, water and land management top the list; while marine issues, urbanization, poverty and inequity are also significant.94

The process of industrialization followed by the higher demand for natural resources generated by globalization and trade agreements has caused major exploitation of natural resources, significant loss of species and a threatening deterioration of ecosystems and living conditions of the population. Deforestation, soil erosion and desertification have been affecting all countries in the region, to a greater or lesser extent, becoming an increasing threat to the security of the supply of food and water, and increasing the vulnerability of the population to natural disasters. The accelerated and uncontrolled urban and industrial growth with lack of planning has led to significant problems of air pollution (especially due to industrial and vehicle sources), as well as water and soil contamination.

Thus three major environmental trends stand out in the region. The first concerns the impact of the region’s urban areas: more than three-quarters of the population live in large cities (79 per cent of Latin America’s population)95 where air quality threatens human health and water shortage is common. The second is the depletion and destruction of forest resources, mainly in the Amazon Basin, and the threat this implies in terms of biodiversity loss. The third relates to the impact of global climate change in the region, as reflected in phenomena such as forest fires, natural disasters (hurricanes and floods) and the rise of sea level, which threatens many coastal cities in the region and productive land on island states.

In 2003, as a way of dealing with these trends and assessing progress in improvement, the Forum of Ministers of the Environment of Latin America and the Caribbean adopted a set of environmental indicators, grouped into six thematic areas: biological diversity; water resource management; vulnerability, human settlements and sustainable cities; social issues, including health, inequity, and poverty; economic aspects, including competitiveness, trade, and production and consumption patterns; and institutional aspects.96 A group of 45 indicators was agreed upon in 2009 and officially presented to the Forum of Ministers in 2010.

2.3.3 Health and Well-Being Challenges
The level of health of the population, health conditions and risks factors have some similarities in Latin American countries, especially among those with similar socioeconomic level (human development) and population structure. Changes in demographic and epidemiologic profile in different countries have led to a new scenario characterized by aging of the population and reduction of many avoidable diseases and diseases. It has implied new priorities for the health agenda, given the increasing relevance of non-communicable chronic diseases, accidents and violence, mental health and diseases related to unhealthy environments.

Economic progress and human development are systematically related to gradual improvement in health conditions, particularly in the prevention of avoidable health events and premature deaths, and

94 GEO-5, p.339  
95 GEO-5, p.340  
the increase of life expectancy at birth. Life expectancy at birth in the region reached 75.5 years of age in 2010, but there is a difference of almost 13 years between the countries with extreme values.\textsuperscript{97}

According to the Pan American Health Organization/World Health Organization (PAHO/WHO), the systematic improvement of health indicators in countries reflect that health conditions in Latin American countries have gradually advanced in the last decades. Some important achievements have been reached in relevant matters, such as the improvement in maternal and child health, the reduction of communicable diseases affected to prevention and control, improvement in nutrition and a higher life expectancy. In general terms, these improvements have occurred in parallel with socio economic development and a wider improvement in the quality of life, as well as with the implementation of social protection mechanisms or the expansion of their coverage, simultaneously with the increase of health services coverage, especially in primary health care.

\textbf{2.3.4 Challenges related to Education and Education for Sustainable Development}

The Latin America and the Caribbean region stands ahead of other developing regions in Education for All. In 2010, literacy reached 94 per cent and schooling rates have been gradually increasing, at different levels.\textsuperscript{98} Most countries in the region have achieved universal primary education and are witnessing a rapid expansion of both pre-primary education, and secondary and higher education. However, learning achievement levels remain low by international standards. Moreover, while there is little evidence of gender disparities at primary level, massive under participation of boys exists in secondary and higher education.

According to the respective Sub-regional reports of the UNESCO Consultation for the Planning of the Programmatic Framework for the United Nations Decade (2005 – 2014) on Education for Sustainable Development (ESD), it is clear that in Latin America and the Caribbean there has been significant progress in terms of environmental education, both in policy and in practice. There is a greater awareness of Environmental Education (EE) and ESD in most countries and in some countries there has been a significant process of integration of EE and ESD.\textsuperscript{99}

UNESCO recognises that Latin America’s strong tradition on environmental education has made it possible to continue to promote education as a key tool for attaining sustainability. For this reason the DESD monitoring and assessment process values and visualises the significant contributions of EE and other types of related education that promote sustainability “in its own right” and not as a mere sub-topic of ESD. The diversity of each of these approaches is recognised. However, the systemic and transformational perspectives of the different types of “education” that favour sustainability are important, and not merely denominations.

On the other hand, there are important pending challenges for Latin America and the Caribbean in relation to the integration of ESD, including involving multiple actors and creating synergy among stakeholders and educational formal institution. Important difficulties arose in the process of translating the international commitments of the DESD to concrete actions at the national and local level, and many stakeholders share doubts on how to evaluate the real impact that the DESD has had on the general public. More knowledge is required about the actions carried out within the non-formal education sector and how these experiences can be used by the formal sector in order to develop a more coherent and integrated approach. Throughout the implementation of the DESD in the different countries of the region, international cooperation and governmental support have driven and promoted actions on ESD and related types of education, with relevant impacts; the challenge now is to follow up, monitor and continue further progress of those achievements.

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\textsuperscript{97} Pan American Health Organization/World Health Organization (PAHO/WHO) \\
\textsuperscript{98} UNESCO (2003/4), Gender and Education for All. THE LEAP TO EQUALITY. EFA Global Monitoring Report. \\
\end{flushleft}
2.3.5 Governance Issues (community/local, national, and international levels)

The Latin America and the Caribbean region is experiencing its longest period of democratic regimes and electoral democracy has spread and consolidated in most countries since the early 1990s. However there is still much to be achieved in relation to the stability and quality of some of these democracies.

According to UNDP, gender inequality in Latin American society is also reflected in local polls and general elections — and even in women’s basic electoral rights, even though the region continues to have the highest percentage of women in Parliaments among developing regions (23 per cent average). Moreover, Indigenous peoples and afro-descendants have lower levels of political participation in certain countries. And young Latin Americans show less willingness to vote, according to UNDP studies. There is growing evidence of low levels of youth participation not only in elections, political parties and traditional social organizations, but also in public policy formulation.

2.4 Sub-Saharan Africa Analysis of background, trends and problems for Sustainable Lifestyles

2.4.1 Human Development

Seven sub-Saharan African countries are among the states with the fastest average growth in human development over the past 12 years. However, the African countries of Burkina Faso, Chad,
Mozambique, the Democratic Republic of the Congo and Niger still fill the lowest positions on the HDI. African countries have experienced economic growth and reduction of poverty during the recent years, but income inequality is also growing, access to education and educational attainments decreasing and, as a result, there is a huge lack of qualified professional skills. Women and girls’ discrimination in practices and laws make of gender inequality a big concern. Job creation is an urgent need. All in all, in 2012 there was “a loss of approximately 35% in the HDI value for most African countries due to inequality in life expectancy, education and income across the population.” As a result, and in addition to resurging cycles of conflict and a restricted access to finance and other services, many people have remained trapped in poverty, depriving them the benefits implied by higher economic growth. Thus, African countries are faced with a ‘development challenge’ – one of transforming renewable and non-renewable natural capital into national wealth – infrastructure, shared income and human capital. Food security remains a major challenge. Shortage of food in Africa has been due to crop failure and lack of food but also to uneven access to food.

2.4.2 Environmental Concerns

Sub-Saharan Africa suffers from environmental problems such as climate change, water pollution, soil erosion, coal mining, nuclear waste, e-waste and waste disposal, deforestation, overfishing, decline in biodiversity and industrial agriculture. During the last ten years Africa has made notable progress in responding to environmental challenges; nonetheless, the need for accountable management of Africa’s natural resources is still one of the major challenges facing the continent. Thus, one of the issues at stake in this relation is foreign acquisition of agricultural land, which in almost two-thirds of the cases is dedicated to biofuel-related projects. If and how such acquisitions contribute to local job creation and economic growth is a concern. “Ineffective domestic governance of land acquisitions means the resources these countries could exploit to the benefit of their own populations are at risk of becoming isolated enclaves of foreign capital accumulation. Such processes tend to take place at the expense of socially and environmentally valuable land uses.”

2.4.3 Health and Well-Being Challenges

The lifestyles of most Africans in urban, peri-urban and rural areas are still mostly affected by health and well-being related problems and challenges. Food security remains a major challenge due to crop failure and lack of food but also to uneven access to food. War and conflict has displaced many people in East and Central Africa and this has threatened their well-being and health as they have to rely on food aid and hand-outs to survive. Most children born and raised in war tone and drought stricken countries are prone to malnutrition and infant mortality is still high in these countries. About 38 per cent of children in sub-Saharan Africa suffered from malnutrition in 2013. While Africa is still mostly concerned about a healthy feeding diet for mostly children under five years and of school going age, the problems of obesity have not escaped some countries with the problem of unhealthy heating habits escalating. Non-communicable diseases such as diabetes, cancer, and hypertension have increased due to lack of education and awareness of appropriate diets. Communicable infectious diseases such as malaria, tuberculosis and specially HIV/AIDS constitute a major burden in Africa. Moreover, maternal, new-born and child death are still an epidemic mainly due to HIV/AIDS and armed conflicts. War, violence, and road accidents make of injuries one of the leading causes of death in the African region, especially amongst five to 29 years old, and the main root for increasing rates of

101 African Economic Outlook 2013: Structural Transformation and Natural Resources, pp 76
102 African Economic Outlook 2013: Structural Transformation and Natural Resources, pp 11
103 UNDP African Human Development Report 2012
104 GEO-5, p.233
105 Shoneveld, G. The anatomy of large-scale farmland acquisitions in sub-Saharan Africa. Center for International Forestry Research, Working Paper 8, 2011, pp 15
106 Shoneveld, G. The anatomy of large-scale farmland acquisitions in sub-Saharan Africa. Center for International Forestry Research, Working Paper 8, 2011, pp 15
108 EFA Global Monitoring and Evaluation Report, 2013/14
mental illnesses. The lack of established health systems, infrastructure and professionals, and the lack of access to medicines is an important contributor to the present health and wellbeing situation of the region.  

2.4.4 Challenges related to Education and Education for Sustainable Development:
The concept of ESD is not widely used by the diverse range of mainly non-formal education organizations, which implement education for sustainable development projects. Thus, there is a need to disseminate the concept, an effort that could contribute to build needed sustainable development networks in the region. Some 43 per cent of out-of-school children live in sub-Saharan countries. In 2011, the gross enrolment rate for pre-primary education in the area was 18 per cent and 22 per cent of the primary school population was out of school. The gross enrolment ratio for lower secondary education more than doubled between 1999 and 2011, and it still is only 49 per cent. Lastly, adult literacy rates are at 50 per cent. With such a heavy need to improve educational attainments and the disciplinary approach to learning in formal education, education for sustainable development has still to look for a place in educational systems. Besides, transmission based learning methodologies are still far from the transdisciplinary, holistic and participatory methods espoused by ESD, and therefore teachers training in this way of facilitating learning is a need in the region. Non-formal education organizations, on the other hand, have a closer approach to education for sustainable development learning facilitation and are also making efforts to use traditional knowledge and methods in their work. For Africa, policy advocacy is still not robust enough so there is need for increased support in skills capacity and institutional capacity building of civil society actors.

2.4.5 Governance Issues (community/local, national, and international levels):
Most African countries are still evolving as democratic countries; a few on the continent, such as Kenya or South Africa, have recorded free and fair elections but many countries elections are still marred with lack of transparent processes (e.g. Zimbabwe and Malawi). These national processes are also a reflection of what is mostly happening at the community or local level, where community participation in governance issues is still lacking and elections are mostly seen as a rubber stamp of what governments are doing. Weak institutions, systems and lack of monitoring and evaluation processes all create an environment, which lack transparency and accountability to citizens. This has also seen corruption levels escalating in both business and government institutions.

With the past wave of the North Africa citizen uprising, the majority of African countries saw reduced civil violence in 2012. This confirmed the past decade’s trend of maturing democratic attitudes, with fewer violent demonstrations. Over the past few years, a number of countries have made notable progress with regard to improving the regulatory framework, business environment and strengthening democratic institutions. Recent activities in East and West Africa where religious conflict and terrorism acts are rising have affected and displaced many people and this is likely to have a negative impact on Africa’s image to attract business investments and tourism in these countries. Organizations such as the African Union, Southern African Development Community (SADC), East African Community (EAC) and Economic Community Of West African States (ECOWAS) are all working towards regional cooperation, peace and security in the continent to create an enabling environment to boost trade and economic growth in Africa. It is hoped that these efforts can create stability and employment for the majority of the unemployed youths in Africa.

The continent still needs to attract funding for capital investment to improve on infrastructure development to make the lives of most Africans easy to move through improved transportation and to

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110 UNESCO. Regional Overview. Sub-Saharan Africa.

111 EFA Global Monitoring and Evaluation Report, 2013/14

112 African Economic Outlook 2013: Structural Transformation and Natural Resources, pp 93-94
enable business and markets to benefit from this development. Funding for research and capacity building of NGOs working in this area also needs to be increased.

Africa is facing some challenges related to its international relationships that are motivated either by good will to assist in its development problems or other motivations to benefit from Africa’s rich resource base. As also stated under environmental challenges ‘While climate-induced drought and desertification continue to pose serious threats to sustainable livelihoods of communities and the economic development in Africa, an equally insidious and potentially dangerous development is the current wave of agricultural land acquisition across Africa by foreign interests. Seeking new ways to meet the food needs of their populations, a wide range of countries – including China, Kuwait, India and South Korea – have invested heavily in land outside their borders, mostly in sub-Saharan Africa.’

Lack of adequate laws to safeguard resources, lack of transparent processes, bad governance, corruption and lack of accountability makes it easy for exploitation of resources without the population even knowing when these transactions or agreements take place. Most countries in the region have problems with repayment of debt and have defaulted. There are a number of civil society organizations advocating for debt cancellation, which has arisen mainly due to poor economic policies that Africa had to follow e.g. the past Economic Structural Adjustment programmes and World Bank and International Monetary Fund loans.

International aid is an important part of Africa’s income to address its challenges and its impact cannot be underestimated. The international community has played a big part and contributed immensely, however most of these funds fail to reach the intended beneficiaries through mismanagement by those in charge of the resources especially governments. A number of international donors though can work directly with communities and citizens; but in some countries they may be restricted depending on the political climate. Aid can also be seen to create dependency where citizens now rely on aid and not be productive enough to take themselves out of poverty. Africa needs to seriously consider the effect of aid on its development and to look towards more entrepreneurship and innovative initiatives for its young population.

With the MDGs timeline coming to an end, there are already debates around the succession of these goals. It is speculated that because of slow progress and lack of results to meet some of the goals, there could be a rush, which may have a negative impact on quality, equality and sustainability.

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113 Adegoke, J.; Africa’s environmental challenges in the 21st century: Current and emerging issues; CSIR Publication- Last Word (page 71).
2.5 North America: Analysis of background, trends and problems for Sustainable Lifestyles

2.5.1 Human Development

Both Canada and the United States of America (USA) rank amongst the countries with a very high HDI (Canada ranks 8 and USA ranks 5). Regarding poverty, Canada shows a high rate of poverty rate of women (about 12 per cent) whereas USA shows a high old age poverty rate (above 20 per cent).\(^{114}\) Inequalities between the rich and poor are increasing and gender inequalities still remain. Canada does not have an official measure of poverty and according to Statistics Canada, Canada’s national statistical agency, nearly 15 per cent of Canadians have low income (i.e. make less than half of the median income).\(^{115}\) Poverty and low income in Canada varies widely between different socio-economic groups, e.g. seniors, recent immigrants etc.\(^{116}\) Child poverty is high in Canada, which ranks behind the average of child poverty in rich nations: 13.3 per cent of Canadian children live in poverty, compared to 11 per cent across the 35 “economically advanced countries” studied.\(^{117}\) Poverty is worse for Canada’s aboriginal peoples, with one report stating that half of First Nations children in Canada live in poverty.\(^{118}\) The US Census Bureau reports that the official poverty rate in 2012 was 15 per cent, a slight increase of 2.5 percentage points from the 2007 rate.\(^{119}\) Between 2011 and 2012, the number of people in poverty increased for seniors (people aged 65 and above), people living in the South and people living outside metropolitan statistical areas in the United States.

\(^{114}\) UNDP Human Development Report 2014


\(^{116}\) Statistics Canada [http://www.statcan.gc.ca/pub/75f0002m/2012001/summary-sommaire-eng.htm](http://www.statcan.gc.ca/pub/75f0002m/2012001/summary-sommaire-eng.htm)


\(^{119}\) US Census Bureau. [https://www.census.gov/hhes/www/poverty/about/overview/](https://www.census.gov/hhes/www/poverty/about/overview/)
2.5.2 Environmental Concerns
The main environmental concerns in North America are related to energy and climate change, freshwater stress and urban sprawl. These challenges are mainly driven by the region’s growing economy and population. Increasing domestic energy use is leading to new threats from air pollution, the potential for additional releases of oil to the environment, and negative impacts on biodiversity. Continuing urban sprawl and growing exurban development are leading to pressures on water quality, biodiversity, and air pollution.120

A continued reliance on fossil fuels, particularly coal-fired power stations, and wide use of agricultural land to fuel North America’s levels of meat consumption (83kg per inhabitant and per year) are major drivers of environmental pressure. The exploitation of bituminous coal and of shale gas is an example where there is a crucial need for more environmental protection in this region. However, on some particular environmental concerns such as water management and sulphur dioxide, North America has proven that policies and clear targets for action can be successful.121

2.5.3 Health and Well-Being Challenges
In USA and Canada, the Life Satisfaction Index exceeds 7, ranking very high amongst developed countries. Main health issues in North America are linked to the diets and the growing rate of obesity. The very high protein intake from meat (83kg per inhabitant per year) impacts not only on health and on the increasing occurrence of cardio-vascular disease, but also on land use and agricultural related emissions.122 One of the major concerns in the United States is the lack of public healthcare system. If American expenditure on healthcare per capita is very high, the system lacks efficiency. In 2009, 16 per cent of the American population was not insured. The situation started to change with the adoption of the Patient Protection and Affordable Care Act in 2010, and the rate of uninsured citizens is expected to fall down to 6 per cent.123 Canada has a universal health care system, which is heavily funded by taxpayers, often under scrutiny due to the challenges this presents. For example, long wait times; Canada ranked last among 11 OECD countries in terms of how quickly patients can get an appointment with their family doctor.124 Recent research indicates that in Canada, First Nations people living off reserve, Métis and Inuit reported poorer health compared to non-Aboriginal people. According to the Canadian Community Health Survey data from 2007 to 2010, this poorer health among First Nations people is due to higher rates of chronic conditions, including smoking and heavy drinking.125 One of the main health and well-being challenges facing America is childhood obesity, which has more than doubled in children and quadrupled in adolescents in the past 30 years alone.126

2.5.4 Challenges related to Education and Education for Sustainable Development:
North Americans are becoming increasingly educated, e.g. Americans holding a four-year college degree rose from 24 per cent to 28 per cent between 2000 and 2008. In large metropolitan areas, educational disparities by race and ethnicity are evident: 36 per cent of white adults possess college degrees versus 19 per cent of blacks and 14 per cent of Hispanics in the United States.127 In Canada in 2012, 53.6 per cent of Canadians aged 15 and over had trade certificates, college diplomas and university degrees - an increase of 20.9 percentage points since 1990. In Canada, a higher

121 http://rona.unep.org/about_unep_rona/education/
122 GEO-5 Summary for North America
123 UNDP Human Development Report, 2014
128 http://www.brookings.edu/~/media/Series/MetroAmericaChapters/metro_america_education.pdf
percentage of women (73 per cent) than men (65 per cent) aged 25 to 44 had completed a post-secondary education. In 2010, Canada had the highest proportion of post-secondary graduates (51 per cent) in the 25 to 64 years age group among member countries of the OECD countries and the G7. In Canada, key sustainable themes are included in formal education in broad learning outcomes for K-12 education, as well as integrated into various subjects in the formal curriculum, including environmental assessment and consumer rights and responsibilities. Researchers indicate that the United States lags behind in creating the relevant policy to promote ESD. While many American educational institutions are incorporating sustainability in higher education curriculum and changing the operation of campus facilities to be more sustainable, departments, schools and colleges of education have been slower to embrace sustainability.

2.5.5 Governance Issues (community/local, national, and international levels):
Canadian and American citizens report to be particularly highly satisfied with their respective governments with their actions to preserve the environment (more than 60 per cent report to be satisfied). According to the latest NBC News / Wall Street Journal poll, six in 10 Americans are dissatisfied with the state of the U.S. economy, more than 70 per cent believe the country is headed in the wrong direction, and nearly 80 per cent are down on the country’s political system. Recent statistics show that while Americans are aware that standard of living surpasses their parents,’ many are optimistic about the opportunity to achieve the American Dream. In 2010, Canada presented its first Federal Sustainable Development Strategy, Planning for a Sustainable Future, aimed at strengthening the way in which Canada promotes environmental sustainability, while making important improvements to the transparency and accountability of environmental decision-making. The Strategy outlines that Canada has committed to working with the United States to establish a 10-Year Framework of Programmes to make progress towards SCP in North America, namely, to make an effort to “green” its economics, help corporations develop greener business models and encourage consumers to adopt more sustainable lifestyles.

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128 http://www4.hrsdc.gc.ca/indic.1t.4r@-eng.jsp?iid=29
131 UNDP Human Development Report 2014
2.6 West Asia and Northern Africa Analysis of background, trends and problems for Sustainable Lifestyles

2.6.1 Human Development
The average HDI in the Arab region is still increasing, placing this region at a medium to high level of human development, but the progress has slowed down since 2008. However, this region shows high intra-regional variations of poverty in the region, and despite the economic wealth of some of the Arab Gulf countries, poverty remains a persistent challenge in the region. Social inequality and poverty are said to have play a critical role in the waves of social uprisings known as the “Arab Springs.”135 Quantity, quality and stability of employment are also a serious concern in West Asia, and in particular for young people, who bear one of the highest youth unemployment rate in the world. In addition, the increase in urban population is accompanied by an expansion of the cities’ geographic areas, which sometimes occurs at the expense of cultural and natural heritage, posing a threat to Arab identity.136

2.6.2 Environmental concerns
Most of the West Asia countries are by the coast. The rapid urbanization and industrialization as well as overfishing and the development of tourism are threatening coastal and marine environments in this region.137 In some countries, population growth rates exceed 2.5 per cent, hence this expanding population is increasingly suffering from water scarcity. Overall, high population growth and urbanization rates, increased frequency of drought and extreme events, accelerated economic activities and improved standards of living have widened the gap between supply and demand, and

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135 UNDP Human Development Report 2014
136 ESCWA social development division bulletin vol4. No1, employment and education: repairing the broken link
137 GEO-5, p.390
this has led to higher levels of pollution and resource depletion. According to the Human Development Report, the Arab region is the region of the world showing the highest deforestation over the period 1990-2011, with a reduction of forest area of more than 22 per cent.

### 2.6.3 Health and Well-Being Challenges

According to the United Nations Economic and Social Council for West Asia, the poorer parts of the Arab region continue to be deprived of access to essential health services, leading to high prevalence of infant and child mortality as well as maternal mortality. Economic growth in the region has not been translated to access to better health care facilities and the disparities between countries in access to health services are widening. In the Least Developed Countries of the region, infant mortality rate was reduced by 13 per cent, whereas it was more than halved in other countries (MDGs was reached). In the richer parts of the region, lifestyles are evolving to less healthy habits, such as smoking, sedentary life, unhealthy diet (45 per cent of adults are obese in the Arab region), resulting in an increase in chronic disease (such as diabetes) and in cancer rate. The Life Satisfaction Index in the region is on average 4.8, the Arab region ranking at the same level than South Asia and sub Saharan Africa. In wealthy countries such as Qatar, this index can be as high as in European countries like Germany, whereas in Syria, this index falls to 3.2.

### 2.6.4 Challenges related to Education and Education for Sustainable Development:

Significant progress has been made in the Arab region since 1960: the average years of schooling increased from 1.3 to 5.4, average spending on education is above 5 per cent of the GDP, primary school enrolment increased as well. However, quality of education is not fully satisfactory, according to international benchmarks (e.g. PISA, TIMSS). In addition, the increasing costs of education impacts strongly negatively on the primary school termination rate. Indexes about education inequality rank the Arab region as high as the Asia/Pacific region. Various Arab countries have officially supported the ESD and have implemented activities to strengthen ESD in the region, for example, in Jordan, Queen Rania Al-Abdullah has been focusing on promoting excellence and innovation in education and greater sustainable development across the region. The region has hosted various sub-regional workshops on ESD, focusing on various elements such as raising awareness and understanding of the essential features of the knowledge and skills related to ESD.

### 2.6.5 Governance Issues (community/local, national, and international levels)

The Arab uprisings have shown that development and economic growth also deal with wealth distribution and participation through democratic governance. These uprisings have heightened the expectations of Arab citizens in terms of effective, transparent and accountable public institutions that are responsive to their needs. As several Arab countries are in transitions, the region ranks today as the lowest in most of global governance indicators. In addition, according to the UNDP Human Development Report 2014, less than 40 per cent of the population of the Arab region are satisfied with the government efforts against poverty or to preserve the environment.

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138 GEO-5 summary for West Asia
139 UNDP Human Development Report 2014
139 ESCWA Sustainable Development Goals – an Arab Regional Perspective – April 2014
140 ESCWA – Sustainable Development Goals – the Arab Region Perspective – 2014
142 ESCWA – Sustainable Development Goals – An Arab Regional Perspective – 2014
143 UNDP Human Development Report 2014
**ANNEX 3: BARRIERS TO CHANGE AND IMPROVEMENT FOR ADDRESSING CURRENT LIFESTYLE PROBLEMS**

This section identifies the current barriers and obstacles faced in addressing the lifestyle problems and in achieving change and improvement towards sustainable lifestyles. These barriers are detailed in relation to the problems identified in section 1.1, and they are further elaborated on in section 1.2 alongside a discussion of the opportunities that exist for overcoming these barriers.

**Chart 1: Barriers related to Human Development Challenges**

<table>
<thead>
<tr>
<th>Problems related to sustainable lifestyles</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployment</td>
<td>Poorly performing economies, lack of relevant education, unavailability of jobs, outsourcing, technology take-over, longevity of workers</td>
</tr>
<tr>
<td>Poverty</td>
<td>Lack of access to resources, education and jobs, climate change, wars</td>
</tr>
<tr>
<td>Hunger and malnutrition (Food security and food safety)</td>
<td>Distribution of resources, climate change (droughts/floods), wars, poverty</td>
</tr>
<tr>
<td>Inequality and the increasing gap between rich and poor</td>
<td>Traditions and social norms, expansion of luxury lifestyles, corruption, “poverty which breeds poverty”.</td>
</tr>
<tr>
<td>Access to skills development</td>
<td>Lack of relevant education, lack of resources</td>
</tr>
<tr>
<td>Rising household prices and levels of household debt</td>
<td>Negative perceptions of, for ex., Africa</td>
</tr>
<tr>
<td>Historical fractures due to colonialism</td>
<td>Wars, disasters and droughts, economic and social pressures</td>
</tr>
<tr>
<td>Gender inequality</td>
<td>Social norms, discrimination</td>
</tr>
<tr>
<td>Intolerant societies</td>
<td>Prejudice, marginalization</td>
</tr>
<tr>
<td>Child labour</td>
<td>Lack of human rights</td>
</tr>
<tr>
<td>Crime</td>
<td>Global syndicates, terrorism, drug market, e-scams</td>
</tr>
<tr>
<td>Immigration and human trafficking problems</td>
<td>“Pull of western life”, greed, crime, poverty</td>
</tr>
</tbody>
</table>

**Chart 2: Barriers related to Environmental Concerns**

<table>
<thead>
<tr>
<th>Problems related to sustainable lifestyles</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rapid overpopulation in urban areas</td>
<td>Rural-urban migration</td>
</tr>
<tr>
<td>CO₂ impact and resource usage</td>
<td>Increased consumption, more cars on roads, electrical appliances increasing demands on electrical power</td>
</tr>
<tr>
<td>Poor energy management</td>
<td>Shortages and lack of resources</td>
</tr>
<tr>
<td>Air and soil pollution, as well as noise pollution (in urban areas)</td>
<td>Denser human settlements, few regulations, lack of awareness of consequences</td>
</tr>
<tr>
<td>Water Management</td>
<td>Pollution, scarcity</td>
</tr>
<tr>
<td>Waste, specifically e-waste</td>
<td>Lack of recycling structures, increased consumption, lack of sufficient processing facilities, higher level of chemically complex waste</td>
</tr>
<tr>
<td>Natural disasters</td>
<td>Unpreparedness, unwillingness to heed early warnings, lack of disaster preparedness education (risk prediction and disaster resilience), high levels of interdependence and vulnerability</td>
</tr>
<tr>
<td>Forests depletion</td>
<td>Demand for natural resources for consumption/production</td>
</tr>
<tr>
<td>Biodiversity loss</td>
<td>Demand for natural resources for consumption/production</td>
</tr>
<tr>
<td>Chemical toxins in food, clothing, shelter, etc.</td>
<td>Lack of knowledge, lack of regulations, and vested-interest of pharmaceutical, construction, and textile</td>
</tr>
</tbody>
</table>
Problems related to sustainable lifestyles | Barriers
--- | ---
Transportation related problems | Rapid urbanization, poor infrastructure, congestion, growing middle class, lack of investments

**Chart 3: Barriers related to Health and Well-Being Challenges**

<table>
<thead>
<tr>
<th>Problems related to sustainable lifestyles</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicable diseases and premature deaths</td>
<td>Lack of access to clean water, sanitation facilities and decent housing, lack of access to basic health services, lack of sufficient health care for elderly people</td>
</tr>
<tr>
<td>Poor reproductive health services</td>
<td>Lack of maternal and child care</td>
</tr>
<tr>
<td>Unhealthy diets</td>
<td>Advertising, fast-foods, toxic additives</td>
</tr>
<tr>
<td>Cancer (lifestyle-related)</td>
<td>Stress, pollution/chemicals, smoking, toxic substances in products</td>
</tr>
<tr>
<td>Diabetes and obesity</td>
<td>High sugar content in foods, immobility</td>
</tr>
<tr>
<td>Cardiovascular diseases</td>
<td>Stress, pollution/chemicals, smoking, diet</td>
</tr>
<tr>
<td>Mental illnesses</td>
<td>Weakened social fabric, media influence</td>
</tr>
<tr>
<td>Chronic respiratory diseases</td>
<td>Air pollution, “unhealthy buildings”, poor general health, allergies</td>
</tr>
<tr>
<td>Addiction to gambling</td>
<td>Increase in access to gambling in local communities and online</td>
</tr>
<tr>
<td>Addiction to narcotic substances</td>
<td>Global narcotics trade and sales</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>Lack of access to treatment, education and awareness</td>
</tr>
</tbody>
</table>

**Chart 4: Barriers related to Education Challenges**

<table>
<thead>
<tr>
<th>Problems related to sustainable lifestyles</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and use of the concept</td>
<td>Novelty of concept, multitude of similar concepts, constant evolution of the definition of ESC</td>
</tr>
<tr>
<td>Limited pre-primary education</td>
<td>Lack of institutions and trained educators</td>
</tr>
<tr>
<td>Need to have a focus on ethics</td>
<td>Inability to articulate and reflect on non-material values</td>
</tr>
<tr>
<td>Need for policy intervention to disseminate the concept of ESC / ESL</td>
<td>Multiplicity of issues trying to gain space in school curricula, lack of teacher training in ESC</td>
</tr>
<tr>
<td>Need to improved quality of education and teacher training</td>
<td>Lack of trained teachers or sufficient and up-to-date resources and schools, continued gender disparity</td>
</tr>
<tr>
<td>Need for intensified focus on the quality of life for all</td>
<td>Use of GDP to define wealth and prosperity, lack of teaching whole systems-thinking and integrated perspectives</td>
</tr>
<tr>
<td>Need for more efforts to stimulate creativity and strength of character</td>
<td>Increased focus on reading and mathematics to the expense of other subjects, peer pressure, media influence, weak family involvement in upbringing, lack of future-education</td>
</tr>
<tr>
<td>Need for increased trans-disciplinarity and social learning</td>
<td>Traditional curricula is still fragmented into specific disciplines, social learning within and without the schools fails to include all stakeholders or have a reflective and adaptive dimension</td>
</tr>
<tr>
<td>Teaching needs to be more holistic, practical and participatory</td>
<td>Teaching is dominated by theoretical approaches, fragmented presentations, teacher-centered learning, classroom-based learning</td>
</tr>
<tr>
<td>Needs greater focus on citizenship (local, national and global)</td>
<td>There is emphasis on competitiveness rather than collaboration, ethno-centric approaches, focus on wars and conflicts rather than societies’ collective needs and achievements</td>
</tr>
<tr>
<td>Need to better incorporate traditional and indigenous knowledge and methods</td>
<td>Lack of respect for traditional knowledge and methods</td>
</tr>
</tbody>
</table>
### Problems related to sustainable lifestyles

| Lack of continuing professional training and workplace learning | Changes in markets and technology causing the need for continual up-dating |
| Adult illiteracy and lack of knowledge on how to use/adapt to new technological solutions | Rapid developments in technology, training focused on youth |
| Growing demand for tertiary education | Growing middle class increases pressure on limited higher education available |

### Chart 5: Barriers related to Governance Issues

<table>
<thead>
<tr>
<th>Problems related to sustainable lifestyles</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak citizens’ security</td>
<td>Crime, terrorism, blind violence, gangs, poor law enforcement, poverty</td>
</tr>
<tr>
<td>Low social participation, poor representation, responsiveness, effectiveness</td>
<td>Disillusionment, frustration, lack of information, lack of democratic processes, gender inequality</td>
</tr>
<tr>
<td>Politicians overcommitting, over promising and under-delivering</td>
<td>Rhetoric without implementation, lack of trust, lack of transparency and accountability</td>
</tr>
<tr>
<td>Corruption and bureaucracy</td>
<td>Weak systems and institutions, no transparency, ineffective controls and punishment</td>
</tr>
<tr>
<td>Infrastructure development and service delivery</td>
<td>Lack of funding and capital investment</td>
</tr>
<tr>
<td>Need for increased cooperation and synergy between relevant actors</td>
<td>Lack of integrated policy making for sustainable development, lack of cooperation on all levels (local, national, regional, global) between relevant agencies/institutions which are/should be working on implementing sustainable development</td>
</tr>
<tr>
<td>Need for regional funding sources for innovative sustainable lifestyles’ related initiatives</td>
<td>Lack of funding for research, NGOs and even governmental authorities</td>
</tr>
<tr>
<td>Difficulties assessing and directing progress towards sustainable development</td>
<td>Lack of implementation of national sustainable development plans, lack of suitable indicators (particularly social ones) for monitoring progress</td>
</tr>
<tr>
<td>Trade and globalization</td>
<td>Trade agreements, few global regulations on internet and e-commerce</td>
</tr>
<tr>
<td>Political and economic international community interference motivated by resources</td>
<td>Private sector investment which ignores sustainability criteria, lack of CSR, bad governance and corruption</td>
</tr>
<tr>
<td>Resources extraction without fair compensation</td>
<td>Practices of international companies (mining, forestry, etc.)</td>
</tr>
<tr>
<td>Mismanagement of international aid</td>
<td>Dependency, corruption, tied aid</td>
</tr>
<tr>
<td>International debt</td>
<td>Inability of countries to repay high interests, mismanagement of funds</td>
</tr>
<tr>
<td>International stereotyping/misconceptions about developing countries</td>
<td>Lack of appreciation and respect for local cultures and knowledge</td>
</tr>
<tr>
<td>Financial and practical support for transnational initiatives to promote sustainable lifestyles</td>
<td>Newness of focus on sustainable lifestyles, pressures from commercial actors, difficulty in mainstreaming new or alternative practices within the institutions of consumer society</td>
</tr>
<tr>
<td>Urgency to address MDG’s target numbers which may hamper quality, equality and sustainability</td>
<td>Slow progress and lack of MDG results, quantity given priority over quality, lack of adequate funding allocation</td>
</tr>
</tbody>
</table>
ANNEX 4: CASE STUDIES AND EXAMPLES OF EMERGING TRENDS

This section presents the full information and details of the case studies on emerging trends and practices for sustainable lifestyles that were collected as part of the global stocktaking research conducted for production of this report. The analysis of these cases is presented in Section 1.4.

<table>
<thead>
<tr>
<th>Identification and reflection on values/the future</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Global</td>
<td>World Happiness Report</td>
</tr>
<tr>
<td>Europe</td>
<td>Sustainable Lifestyles Research Group (United Kingdom)</td>
</tr>
<tr>
<td>Asia Pacific</td>
<td>North Solomons Education Research Project (Papua New Guinea)</td>
</tr>
<tr>
<td>Latin America</td>
<td>Alianza por la Salud Alimentaria (México)</td>
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<table>
<thead>
<tr>
<th>Social learning, community consultation and co-creating</th>
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<tbody>
<tr>
<td>Global</td>
<td>Collaborating Centre on Sustainable Consumption and Production (CSCP)</td>
</tr>
<tr>
<td>Asia Pacific</td>
<td>Sustainable Cities, Seoul Town Community Project (Korea)</td>
</tr>
<tr>
<td>Africa</td>
<td>Greyton Transition Town (South Africa)</td>
</tr>
<tr>
<td>Latin America</td>
<td>Fundación Futuro Latino Americano (FPLA)</td>
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<tr>
<td>Asia Pacific</td>
<td>Leeled Community Based Tourism for Coastal Conservation Club (Thailand)</td>
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<tr>
<th>Collaborative consumption</th>
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<td>Global</td>
<td>Peer-to-peer marketplaces</td>
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<tr>
<td>Europe</td>
<td>Social Lending and reuse (Finland)</td>
</tr>
<tr>
<td>Latin America</td>
<td>Consumo Colaborativo (Latin America and Spain)</td>
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<tr>
<td>North America</td>
<td>The Toronto Tool Library (Canada)</td>
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<thead>
<tr>
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<td>Global</td>
<td>The Simplicity Collective</td>
</tr>
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<td>Global</td>
<td>The Slow Movement</td>
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<td>West Asia</td>
<td>RainCatcher project in Jordan, Israel and Palestine</td>
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<tr>
<td>North America</td>
<td>The Centre for a New American Dream (USA)</td>
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<table>
<thead>
<tr>
<th>Safeguarding sustainable traditional knowledge and lifestyles</th>
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<tbody>
<tr>
<td>Africa</td>
<td>Maasai Environmental Resource Coalition (MERC) (Tanzania)</td>
</tr>
<tr>
<td>Latin America</td>
<td>ALANA / Territorio do Brincar (Children’s Playground, Brazil)</td>
</tr>
<tr>
<td>Asia Pacific</td>
<td>Rural-Urban China DESIS thematic cluster and projects</td>
</tr>
<tr>
<td>West Asia</td>
<td>Al Hima traditional conservation practice revival (Arab countries)</td>
</tr>
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<table>
<thead>
<tr>
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<tr>
<td>Africa</td>
<td>Green City Bonds (South Africa)</td>
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<tr>
<td>Africa</td>
<td>Bafut Council Eco City Project (Cameroon)</td>
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<tr>
<td>Latin America</td>
<td>SCAM / Environmental Certification of Local Governments –Municipalities (Chile)</td>
</tr>
<tr>
<td>Europe</td>
<td>Flagship Initiative Resource Efficiency (all European Union member states)</td>
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<td>North America</td>
<td>Vancouver Greenest City 2020 Action Plan (Canada)</td>
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<tr>
<th>Creation of sustainable spaces and innovative technologies</th>
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<td>Asia Pacific</td>
<td>Development of Biomass Energy Town (India)</td>
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<td>Latin America</td>
<td>AVINA Fundation</td>
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<td>Product Sustainability Round Tables</td>
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<td>Global</td>
<td>ISO-26000 Social Responsibility and Accountability</td>
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<table>
<thead>
<tr>
<th>Education and Research for Sustainable Consumption/ Education for Sustainable Lifestyles</th>
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<td>Global</td>
<td>Regional Centres of Expertise on ESD (RCEs) (Example from Malaysia)</td>
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<td>Global</td>
<td>Partnership for Education and Research about Responsible Living (PERL)</td>
</tr>
<tr>
<td>Asia Pacific</td>
<td>Centre for Environment Education (CEE) India</td>
</tr>
<tr>
<td>Global</td>
<td>The Earth Charter Initiative</td>
</tr>
<tr>
<td>Asia Pacific</td>
<td>National Recommendations and Guidelines on Education for Sustainable Consumption (Indonesia)</td>
</tr>
<tr>
<td>North America</td>
<td>The Story of Stuff Project (United States of America)</td>
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<table>
<thead>
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<td>Inequality adjusted Human Development Index</td>
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<tr>
<td>National</td>
<td>Sustainable Consumption and Production (SCP) and Sustainable Development (SD) indicators</td>
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<td>Global</td>
<td>WeValue (Values-based indicators)</td>
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**Title: World Happiness Report**

<table>
<thead>
<tr>
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<th>Geographical scope</th>
<th>Implementing Country/Area</th>
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</thead>
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<td>United States of America</td>
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**Themes/Sectors**

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<thead>
<tr>
<th>Well-being, happiness, sustainability</th>
<th>Research and reporting, resources for policy making</th>
<th>Lead organization</th>
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<tr>
<td></td>
<td></td>
<td>UN Sustainable Development Solutions Network (NGO)</td>
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</tbody>
</table>

**Opportunity: drivers and motivators**

<table>
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<tr>
<th>Vision building; New metrics for societal prosperity</th>
<th>Barrier addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Economic and social systems and structures do not offer alternative paths to reach shared solutions.</td>
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</tbody>
</table>

**Objectives**

Systematic measurement and analysis of happiness in order to learn more about achieving global well-being and sustainable development. To increase public awareness and to include in policy making the issues related to happiness and well-being.

**Activities**

Research and annual report; seminars and website

**Results/Impact**

July 2011 the UN General Assembly invited member countries to measure the happiness of their people and to use this to help guide their public policies. In April 2012 the first UN high-level meeting on happiness and well-being was held. Also in 2012 OECD Guidelines were published setting an international standard for the measurement of well-being. German Chancellor Angela Merkel, South Korean President Park Geun-hye and British Prime Minister David Cameron, are talking about the importance of well-being as a guide for their nations and the world.

**Partners**

The Earth Institute (Columbia University, NY, USA), The Canadian Institute for Advanced Research

**Contact/Website**

http://unsdsn.org

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**Title: Sustainable Lifestyles Research Group**

<table>
<thead>
<tr>
<th>Region:</th>
<th>Geographical scope:</th>
<th>Implementing Country/Area</th>
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</thead>
<tbody>
<tr>
<td>Europe</td>
<td>Global, regional, national</td>
<td>United Kingdom</td>
</tr>
</tbody>
</table>

**Themes/Sectors**

<table>
<thead>
<tr>
<th>Sustainable lifestyles,</th>
<th>Research and resources for policy making</th>
<th>Lead organization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>University of Surrey</td>
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</tbody>
</table>

**Opportunity: drivers and motivators**

<table>
<thead>
<tr>
<th>Stimulating new social norms; adequate policy development</th>
<th>Barrier addressed</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Consumerism and consumer culture</td>
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</table>

**Objectives**

The principal aim of our Sustainable Lifestyles Research Group (SLRG) is to develop new and relevant understandings of the processes, which lead to changes in people’s lifestyles, behaviours and practices; and to offer evidence-based advice to policy-makers about realistic strategies to encourage more sustainable lifestyles.

**Activities**

Carried out projects aimed at developing an integrated, inter-disciplinary understanding of the relationship between human behaviour, social practices, technological systems and sustainability; and building a sound conceptual basis for understanding and influencing change processes aimed at sustainable living.

**Results/Impact**

Has contributed to building capacity for research in sustainable lifestyles amongst academics, young researchers, practitioners, and user communities. SLRG has been a resource for policy-makers attempting to influence the behaviours and practices of households, business and communities.
Title: North Solomons Education Research Project (Began in 1980 – ongoing)

Region: Pacific

Geographical scope: Local

Implementing Country/Area: Bougainville Island, Papua New Guinea

Themes/Sectors:
- Urban Environment
- Human Capacity Building

Type of initiative:
- Education Research and Reform

Lead organization: NGOs

Opportunity: drivers and motivators
- Vision building

Barrier addressed:
- Education’s continued replication of rational, linear, and disciplinary thinking as well as its focus on abstract and conceptual knowledge.

Objectives

During the late 1970s the North Solomons decided to set up an education system more responsive to people's aspirations. Through an informal meeting between a University of Papua New Guinea staff member and representatives of the North Solomons Provincial Government, a consultation took place, which resulted in the North Solomons Education Research Project.

Activities

The North Solomons Education Research Project was intended to investigate the kind of education system to which the people aspired. Four schools, three of which were on Bougainville Island and one on the island of Buka, were selected in which the research team carried out survey work. Research was conducted on vernacular language education, traditional games, and traditional songs and stories. These items were incorporated into the education curriculum. Keeping alive traditional practices and values was viewed as essential to keeping alive the vernacular language. Further research has been conducted on the influence of the introduced western-style of governance, and the impact it has had on traditional governance practices.

Results/Impact

Today parents of young children in my area are striving to maintain the culture and its system of governance. They build 'Viles Tok Ples Skuls', whereby they expect elementary school teachers to educate the children in our language and culture. In other words, parents want their children's education to be founded in traditional values. They want to teach them a more environmentally friendly agricultural system instead of using harmful substances. They want to teach them to use traditional ways of fishing and hunting.

Education is a key to development and needs of the people must be valued and developed rather than imposing and preaching alien values. I believe through the books I have been writing the traditional governance and values will be continued.

Critical Instruments: Participation, Awareness, Empowerment, Information and Communication

Partners

NGO-led project supported by North Solomons Provincial Government and University of Papua New Guinea staff

Contact/Website

Respondent: Therese Minitong-Kemelfield
North Solomons Provincial Government & University of Papua New Guinea
7 Woodleigh Road, Blackwood SA 5051 Australia, Tel: +61-8-8278-5228 (0416362514)
t kemelfield@bigpond.com.au


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Title: Alianza por la Salud Alimentaria

Region: 

Geographical scope:

Implementing Country/Area: 

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### Mexico

**Themes/Sectors**
Identification and reflection on values and future around public health and nutrition

**Type of initiative**
Awareness rising and social reflection on eating habits and nutrition through research and education

**Lead organization**
Network of NGOs

**Opportunity: drivers and motivators**
Vision building

**Barrier addressed**
Consumerism and consumer culture

### Objectives
The Alliance for Food and Health brings together a range of civil society associations, researchers, academics and professionals concerned about malnutrition and the epidemic of overweight and obesity, affecting most of the population in Mexico, with the aim of changing bad eating habits, improving nutrition standards and preserving the traditional food culture.

### Activities
Research, awareness rising, education, advocacy and campaigning with the aim of influencing citizen’s perception and public policy and regulation.

### Results/Impact
The active work of the alliance has generated a significant impact in the population’s perception of the negative effects of sugar and junk food consumption and relevant regulatory and policy changes in relation to health and nutrition. In this context its most important achievement has been the regulatory taxation of sodas and sugar drinks.

http://www.theguardian.com/world/2014/jan/16/mexico-soda-tax-sugar-obesity-health

### Partners
NGOs, Consumer associations, academics, doctors, educators and schools

**Contact/Website**
http://alianzasalud.org.mx

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### The Collaborating Centre on Sustainable Consumption and Production (CSCP)

**Title:** The Collaborating Centre on Sustainable Consumption and Production (CSCP)

**Region:** Global

**Geographical scope:** Global, regional, national, local

**Implementing Country/Area:** Germany

**Themes/Sectors**
Sustainable lifestyles, Research, policy, education

**Type of initiative**
Research, policy, education

**Lead organization**
CSCP (NGO)

**Opportunity: drivers and motivators**
Vision building; adequate policy development

**Barrier addressed**
Globalization and trade (WTO, free trade agreements) do not take in to account sustainability issues.

### Objectives
The Collaborating Centre on Sustainable Consumption and Production (CSCP) is an international non-profit organisation, operating on scientific research, outreach and transfer activities on SCP to inspire decision-makers, stakeholders and civil society to co-create and enable more sustainable ways of living well within one planet. The CSCP was born from the collaboration between the United Nations Environment Programme (UNEP) and the Wuppertal Institute for Climate, Environment and Energy. The Centre contributes to the Johannesburg Plan of Implementation to promote sustainable patterns of consumption and production (SCP). CSCP aims to envision, innovate, measure, advise, connect, promote, replicate and mainstream initiatives.

### Activities
Has a wide range of projects dealing with: sustainable lifestyles; sustainable infrastructure, products and services; and sustainable businesses and entrepreneurship. Some of the projects dealing with sustainable lifestyles are: SPREAD; Supporting the Chinese Government to Visualize Sustainable Consumption Policies; Mainstreaming Sustainable Lifestyles in North Rhine-Westphalia; BIG2050; Workstudios; Envision New Ways to Sustainable Lifestyles; School Competition on Innovative
Ideas for More Sustainability.

**Results/Impact**

The CSCP was lead partner/coordinator for the European Commission project SPREAD Sustainable lifestyles 2050 project which engaged over 1000 stakeholders from policy, business, civil society and research to identify promising practices, policy recommendations, innovation and business opportunities as well as priorities for governments, citizens and CSOs. The CSCP’s BIG2050 project for the German Ministry for Economic Cooperation and Development, the CSCP analysed consumption patterns in China, Colombia, Ghana, Germany and the Philippines for 12 lifestyle impact areas and identified 5 common strategic conditions for sustainable living. The CSCP’s Team S sustainable lifestyles competition for schoolchildren was recognized by UNESCO as an official project of the UN Decade of Education for Sustainable Development.

**Partners**

CSCP future visioning workstudios have explored lifestyle trends and scenarios with such diverse organizations as the European Environment Agency, GeSI, Deutsche Telekom and the World Economic Forum to create impactful solutions in a collaborative environment.

**Contact/Website**

www.scp-centre.org

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**Title: Sustainable Cities, Seoul Town Community Project**

**Region:** Asia (East)

**Geographical scope:** Local (city wide)

**Implementing Country/Area:** Seoul, Korea

**Themes/Sectors**

<table>
<thead>
<tr>
<th>Sustainable Lifestyle implementation through town restoration</th>
<th>Policy on urban Development and Sustainable Community Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity: drivers and motivators</td>
<td>Barrier addressed</td>
</tr>
</tbody>
</table>

Social innovation | Economic and social systems and structures do not offer alternative paths to reach shared solutions.

**Objectives**

Seoul developed its ‘Sharing City, Seoul’ Project as a social innovation which was intended “to create new economic opportunities, to restore reliable relationships, and to reduce the wasting of resources with a view to resolving urban economic, social, and environmental problems all together.” This project was founded on creating happiness for the ten million people residing in Seoul by sharing spaces and buildings as well as experiences and wisdom.

**Activities**

A side-effect of the rapid economic growth in Korea has been the collapse of social spaces needed to build local communities, especially in cities. Intense competition caused low quality of life as well as alienation from neighbours and nature. Therefore, Seoul put the priority policy on restoring communities and challenged citizens to build their community by themselves—i.e. share the common spaces to raise children, discuss life improvements, create work places, and enjoy entertainment. This policy is based on the existing grassroots civic experience in Seongmisan Village. 145 Seoul. To support systemic infrastructure for village restoration, Seoul designated the Community Building Division under the Seoul Innovation Bureau in January 2012 and announced the Ordinance for Town Community Support in March. In the months that followed, seminars and conferences were held with experts and citizens under the division’s governance system to create the direction and system of the project with participants. Then the research conducted by the Seoul Institute and the Basic Plan for Seoul’s Town Community established in September 2012. In addition to the legal basis for the project, nine Town Community Support Centres were founded to

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145 Seongmisan is the name of little mountain located in Mapo-gu, Seoul. About 30 like-minded parents in the village gathered to buy a place for the cooperative childcare centre and also to protect Seongmisan against the development in early 1990s. This family-centred-community movement became famous as ‘Seongmisan Village,’ which now includes about 1000 members, cooperative support, Seongmisan School (alternative), and other town businesses.
provide in-kind support and counselling for different needs of the towns when residence prepared their own town plan and applied for support. The numbers of village community projects registered for 2013 doubled from the 2,233 in 2012 to approximately 4,400 and 68% of the projects were initiated by residents. In order to support and share information and experiences, Seoul prepared 532 project fairs (attended by approximately 34,000 annually), 332 residents’ consultative group meetings, 200 feasibility analysis TF meetings, 662 meetings between residents, and 1900 fact-finders.

Results/Impact

The Seoul administration proved how to share detailed and accurate information with citizens, how to communicate and negotiate based on that information, and how to reach an acceptable and logical conclusion. Encouraging civic participation is critical to injecting vitality into communication and open administration. The openness of the city administration is intended to encourage citizens’ participation. Communication should be mutual and interactive and connect people. As a result, trust and solidarity build strengthening support and legitimacy. Citizens’ participation in open communication gives places a premium on the common good rather than individual interests and is itself considered a valuable asset for civic education and social learning. Citizens learn while they practice and participate and vice-versa. Innovative citizen can help promote informal education via the interaction between social learning and participation. Also social learning process helps citizens drive forward innovation.

Residents significantly increased in interest and participation: Of 541 village community support projects for 2012, 87.3% are also continuing to be implemented in 2013. The number of village community projects registered for 2013 doubled to 2,233 compared with 2012, and 68% of them were projects initiated by groups of residents. Laying groundwork for the realisation of village communities established by residents. New life began in villages: A growing number of full-time housewives became villages’ workers (Dongjak-gu parents’ community). Through village broadcasters, neighbours have become friends (Jongno-gu’s village media, Changsin-dong Ridio etc). Closed apartment life became the channels of residents’ communication (Gangbuk-gu apartment community, Godeok Snagnok apartment etc.).

Contact/Website

http://english.seoul.go.kr/policy-information/key-policies/city-initiatives

<table>
<thead>
<tr>
<th>Title</th>
<th>Greyton Transition Town</th>
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<tbody>
<tr>
<td>Region:</td>
<td>Geographical scope:</td>
</tr>
<tr>
<td>Africa</td>
<td>Local town initiative</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Themes/Sectors</th>
<th>Type of initiative</th>
<th>Lead organization</th>
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</thead>
<tbody>
<tr>
<td>Sustainability and resilience</td>
<td>Policy, education awareness</td>
<td>Community based NGO</td>
</tr>
<tr>
<td>Opportunity: drivers and motivators</td>
<td>Barrier addressed</td>
<td></td>
</tr>
<tr>
<td>Stimulating new social norms; vision building</td>
<td>Citizens’ limited ability to influence wider systems of society that precondition and determine many patterns of development, consumption and production.</td>
<td></td>
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</tbody>
</table>

Objectives

Community cohesion for a sustainable, equitable and self-reliant town; promotion of awareness and information about the global factors that make preparedness a vital necessity and the opportunities to support that process; energy descent for global warming and energy depletion and ways to reduce collective and individual carbon footprint; localisation of the economy for the production and consumption of local produce by and for Greyton and creation of local employment and reduction of carbon food miles; sustainable food production for organic, free-range and ethically produced food that is healthy for people and the planet; waste reduction for the reduction, recycling and re-using of waste.

Activities

Clean Green Greyton: (Renewable energy; Waste Management); Incredible Edible Greyton; Vegetable gardening and produce markets; Air Miles Forests; Environmental Education Transition; Community Natural Building Programme; Sports Facilities; 110% Initiative; Film and Presentations;
Greyton in 2030; Pure Greyton tea; Greyton Eco-lodge

**Results/Impact**
- Yearly Trash to Treasure Festival and Earth Hour since 2012; Yoga Sanga Conference & Festival 2013

**Partners**

**Contact/Website**
- [http://www.greytontransition.co.za/](http://www.greytontransition.co.za/)

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**Title:** Fundación Futuro Latino Americano (FFLA)

<table>
<thead>
<tr>
<th>Region:</th>
<th>Geographical scope:</th>
<th>Implementing Country/Area</th>
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</thead>
<tbody>
<tr>
<td>Latin America</td>
<td>Regional</td>
<td>Latin American Countries</td>
</tr>
</tbody>
</table>

**Themes/Sectors**
- Development and social conflicts
- Policy and education. Multi-stakeholder dialogue and community consultation in conflict resolution

**Opportunity: drivers and motivators**
- Adequate policy development

**Barrier addressed**
- Citizens’ limited ability to influence wider systems of society that precondition and determine many patterns of development, consumption and production.

**Objectives**

The Foundation Futuro Latino Americano (FFLA) promotes a culture of collaborative multi-stakeholder dialogue between different sectors of society so they can find alternative solutions to their problems and needs. It also seeks to build new capacities and strengthen the processes of public policy in order to transform social conflicts in dialogue and collaborative situations. In the work of FFLA there is a firm commitment to foster innovative governance mechanisms in Latin America, seeking to integrate sustainable development through regional scale models. “FFLA dreams of a Latin America that favors dialogue, consensus and policies for sustainable development; through diverse systems of governance and public participation that promote and enable a just, equitable and harmonious coexistence; and recognize the opportunities that conflicts offer in order to transform society”

**Activities**

FFLA carries out a wide range of activities, mainly based on capacity building and promotion of multi-stakeholder public dialogues on the following thematic areas:
- Water governance, dialogue and capacity building on climate change, strengthening of local governance, strengthening a culture of peace in frontiers and border areas, safeguarding intercultural territories, holding regional forums on socio-environmental conflict transformation

**Results/Impact**

FFLA has had significant influence in processes of conflict resolution in Latin America and important results in capacity development among relevant stakeholders on sustainable development governance

**Partners**
- NGOs, Governments, Municipalities, Local Communities and Private Sector

**Contact/Website**
- [http://www.ffla.net/](http://www.ffla.net/)

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**Title:** Leeled Community Based Tourism for Coastal Conservation Club

<table>
<thead>
<tr>
<th>Region:</th>
<th>Geographical scope:</th>
<th>Implementing Country/Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia (Southeast)</td>
<td>Local</td>
<td>Thailand (Leeled is a coastal community located in Ban Don)</td>
</tr>
<tr>
<td>Themes/Sectors</td>
<td>Type of initiative</td>
<td>Lead organization</td>
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<tr>
<td>---------------------------------------------------</td>
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<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Capacity development for Sustainable Livelihoods/</td>
<td>Education and civic action.</td>
<td>Thailand Community based Tourism Institute (CBT-I); CBT-I works across Thailand and partners with both national and international organisations</td>
</tr>
<tr>
<td>Community Participation;</td>
<td>Community-based Sustainable Tourism –</td>
<td></td>
</tr>
<tr>
<td>Sustainable Resource Management and Coastal</td>
<td></td>
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<tr>
<td>Conservation;</td>
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<tr>
<th>Opportunity: drivers and motivators</th>
<th>Barrier addressed</th>
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<tbody>
<tr>
<td></td>
<td>Lack of coherent, integrated and participatory governance structures and systems.</td>
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</table>

**Objectives**

CBT-I harnesses tourism, a highly complex activity requiring diverse skills and knowledge, as an opportunity for community members to build capacity, create understanding of their cultures and ways of life, manage their natural and cultural resources more sustainably, and create economic opportunities.

The objective of the project is to manage sustainable tourism and to improve natural resources management through community cooperation, skills and effort.

**Activities**

- Community-based participation and planning for developing CBT program.
- Training in management and marketing; guiding and hospitality; waste management and green product development.
- Coastal Conservation Programme and mangrove restoration.
- Community-based tourism operations

(All activities have been ongoing)

**Results/Impact**

- Improved and increased mangroves and coastal habitat.
- Better coastal resource management and improved harvest for local community.
- Increased tourism, which supports the community and environment fund.
- **New, transferable skills and knowledge for local people through capacity building.**

After developing CBT, the community also found itself more efficient and effective in waste management. CBT also built the capacity of community members, created income and jobs and supported local culture by reviving the lost tradition of Jungle Theatre. Key success factors are local participation, step-by-step capacity building, multi-stakeholder supply chain partnerships, and responsiveness to market and community needs.

**Partners**

Leaders local community member & the Leaders CBT club, EU – Royal Thai Fisheries Department CHARM project, Provincial government, REST, and later as part of CBT-I, Intrepid Travel (travel agency), Tourists

**Contact/Website**

Thailand Community based Tourism Institute (CBT-I), P.O. Box 259, Chiangmai University, University Post Office, Chiangmai 50202. Thailand, E-Mail - Peter@cbt-i.org, Mobile No: +66 (0) 81 265 6628, Office: +66 - 53 948286-7, Fax: +66 -53 807001, Director: Ms. Potjana Suansri, Marketing Support and Development Coordinator: Mr. Peter Richards.

http://cbtnetwork.org/?page_id=47

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**Collaborative consumption**

<table>
<thead>
<tr>
<th>Title: Peer-to-peer Marketplaces</th>
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<tbody>
<tr>
<td><strong>Region:</strong> Global</td>
</tr>
<tr>
<td><strong>Themes/Sectors</strong></td>
</tr>
<tr>
<td>Product service systems, Civic</td>
</tr>
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**Pathways to Sustainable Lifestyles**

Global Stocktaking Report

The 10-Year Framework of Programmes on Sustainable Consumption and Production (10YFP) Sustainable Lifestyles and Education Programme
<table>
<thead>
<tr>
<th>Opportunity: drivers and motivators</th>
<th>Barrier addressed</th>
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</thead>
<tbody>
<tr>
<td>Stimulating new social norms</td>
<td>Lack of coherent, integrated and participatory governance structures and systems.</td>
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</tbody>
</table>

**Objectives**

- Paying for the benefit of using a product without owning the product personally. Sharing.
- Redistributing used goods, swapping, bartering.
- Sharing of assets such as time, space, skills and money.

**Activities**

Car-sharing, peer-to-peer car sharing, ride-sharing, bike sharing, taxi sharing, peer-to-peer rental, toy and baby goods rental, fashion and accessories rental, film rental, swapping of like goods of similar value, clothing swaps, co-working spaces, peer-to-peer social lending, social currencies, crowdfunding, peer-to-peer sharing of gardens, parking spaces, storage

**Results/Impact**

These initiatives have been referred to as a “revolution”, “a groundswell” and a “global movement”. They are widespread and involve many people though it is hard to determine precise statistics. Because these are mostly local initiatives where the purpose is functional not academic, there is little or no calculation of carbon offset figures, or other forms of measuring concrete effects on the environment and/or society. But collaborative consumption is both a revival of traditional forms of cooperation as well as a new take on existing patterns of consumption.

**Partners**

Many and diverse. See websites for details.

**Contact/Website**

City Car Club: [www.citycarclub.co.uk](http://www.citycarclub.co.uk)
Streetcar: [www.streetcar.co.uk](http://www.streetcar.co.uk)
Whipcar: [www.whipcar.com](http://www.whipcar.com)
Liftshare: [www.liftshare.com](http://www.liftshare.com)
National CarShare: [www.nationalcarshare.co.uk](http://www.nationalcarshare.co.uk)
Carbon Heros: [www.carbonheros.com](http://www.carbonheros.com)
ShareAcar: [www.shareacar.com](http://www.shareacar.com)
ShareAJourney: [www.shareajourney.com](http://www.shareajourney.com)
CatchALift: [www.uk.catchalift.com](http://www.uk.catchalift.com)
goCarShare: [www.gocarshare.com](http://www.gocarshare.com)
RideKicks: [www.ridekicks.com](http://www.ridekicks.com)
Byke: [www.byke.mobi](http://www.byke.mobi)
Citybyke: [www.citybyke.co.uk](http://www.citybyke.co.uk)
Taxi2: [www.taxi.to](http://www.taxi.to)
Ecomondo: [www.ecomondo.com](http://www.ecomondo.com)
Thingloop: [www.thingloop.com](http://www.thingloop.com)
GetItWithMe: [www.getitwithme.com](http://www.getitwithme.com)
Girl Meets Dress: [www.girlmeetsdress.com](http://www.girlmeetsdress.com)
Kennedy Purple: [www.kennedypurlpe.com](http://www.kennedypurlpe.com)
Gumtree: [www.uk.freecycle.org](http://www.uk.freecycle.org)
Freecycle: [www.gumtree.com](http://www.gumtree.com)
Ebay: [www.ebay.com](http://www.ebay.com)
Barter Swap: [www.u-exchange.com](http://www.u-exchange.com)
Swapshop: [www.swapshop.co.uk](http://www.swapshop.co.uk)
Swishing: [www.swishing.org](http://www.swishing.org)
Big Wardrobe: [www.bigwardrobe.com](http://www.bigwardrobe.com)
Swapstyle: [www.swapstyle.com](http://www.swapstyle.com)
Title: Social Lending and reusing

<table>
<thead>
<tr>
<th>Region:</th>
<th>Geographical scope:</th>
<th>Implementing Country/Area</th>
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<tbody>
<tr>
<td>Europe</td>
<td>Local</td>
<td>Finland</td>
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<thead>
<tr>
<th>Themes/Sectors</th>
<th>Type of initiative</th>
<th>Lead organization</th>
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</thead>
<tbody>
<tr>
<td>Repair Workshops, Redesign, Communication on SCP and Employment of long-term unemployed</td>
<td>Research, civic action, and education on product reuse and loaning of consumer goods</td>
<td>Helsinki Metropolitan Area Reuse Centre Ltd (Public institution)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunity: drivers and motivators</th>
<th>Barrier addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social innovation</td>
<td>Consumerism and consumer culture</td>
</tr>
</tbody>
</table>

Objectives
- To keep old products in use instead of new ones, to increase public acceptance of reused and redesigned products
- To raise awareness on SCP

Activities
- Four stores for reused goods in the Helsinki metropolitan area (total 10 million items were passed on for reuse through our stores in spring 2010)
- Four repair workshops and one production workshop for redesigned products
- Environmental school for children and educators; education, communication and consulting services for companies and organizations (1700 hours in 2009; largely commissioned by the local waste authority)
- Environmental and social research and development projects

Results/Impact
- Company owned by cities and non-governmental organizations in the Helsinki metropolitan area
- Successful combining of sales, upgrading and education
- Endless supply of goods, growing markets for products and services,
- Positive attitude towards environmental issues

At the moment the company employs 250 people, of which approximately 180 in shops, 30 in workshops, 20 in educational services and 20 in administration. Approximately 50 % are in subsidized employment. The natural resource and ecological footprint savings calculated by comparing buying products to buying new products. In 2006 buying reused products from these stores (approximately 753 700 pieces, total weight 1300 tons) instead of new ones saved 4 500 global hectares of land. In 2009 the amount of the stores distributed reused products was 1200 000 pieces and 1.3 million kilograms. The life cycle savings of natural resources were 14 500 tons of materials, 1 300 000 tons of water and 2 700 tons of air (mostly oxygen used in combustion processes; relates to carbon emissions). In 2010 approximately 1 800 000 pieces of reused products were distributed by the shops. Approximately 30 % of the products (clothes, tableware etc) are given for free to keep the stock changing. This is important for the needy (students, immigrants, etc).
unemployed etc.) and also artisans and craftsmen looking for handicrafts materials. The program also provides work for people in community service as well as subsidized employment resulting in savings for the society as people have work and are not on welfare.

**Partners**
The cities of Helsinki, Espoo and Vantaa, Helsinki Region Environmental Services Authority, The Finnish Association for Environmental Education, The Martha Organization

**Contact/Website**
Eija Koski, eija.koski@kierratyskeskus.fi

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**Title:** CC Consumo Colaborativo.com  
**Region:** Latin America and Spain  
**Geographical scope:** Regional  
**Implementing Country/Area:** Latin American Countries and Spain

<table>
<thead>
<tr>
<th>Themes/Sectors</th>
<th>Type of initiative</th>
<th>Lead organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Consumption</td>
<td>Education and civic action: web based network initiative / Blog</td>
<td>Network of NGOs</td>
</tr>
</tbody>
</table>

**Opportunity: drivers and motivators**  
Technology development

**Barrier addressed**  
Lack of coherent, integrated and participatory governance structures and systems.

**Objectives**
ConsumoColaborativo.com is a blog that stands as the reference mean in Spanish to disseminate all the latest news about start-ups and initiatives on collaborative consumption and to connect related services and needs in Spain and Latin America.

**Activities**
Showcasing and connecting initiatives and best practices on collaborative consumption

**Results/Impact**
The main impact of this blog is related to the possibility of coordinating existing initiatives and promoting best related practices

**Partners**
Multi-satakeholder initiative that links different and diverse actors

**Contact/Website**
http://www.consumocolaborativo.com

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**Title:** The Toronto Tool Library  
**Region:** North America  
**Geographical scope:** Local  
**Implementing Country/Area:** Canada, City of Toronto

<table>
<thead>
<tr>
<th>Themes/Sectors</th>
<th>Type of initiative</th>
<th>Lead organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifecycle perspective; Sustainable lifestyles and consumption; Awareness-raising and education for SCP; Sustainable production and value chains; and waste.</td>
<td>Information, awareness-raising and education; production and value-chain management</td>
<td>The Institute for a Resource-Based Economy (IRBE) – a non-profit organization - is responsible for the operations and management of the Toronto Tool Library.</td>
</tr>
</tbody>
</table>

**Objectives**
- To offer a range of equipment for projects as a low-cost, resource sharing and space-saving alternative to purchasing and owning tools by providing access to over 2000 tools for $50/year, which are taken out just like library books. Tools range from simple screwdrivers and drills to table saws and welding equipment.
- To remove the economic barrier between people and the basic tools they need to improve their lives.
- Provide workshops and youth programs to get training on how to use the tools.

**Activities**
- Provides access to specialized tools where ownership of the tool is cost prohibitive
- Wide range of tools available including Power Generators, Construction & Renovation
- Gardening & Landscaping, Painting & Drywall, Electrical Tools and more!
- Operates on a non-profit basis and funds itself after the initial investment through membership fees / late fees / donations
- Helps reduce environmental waste and clutter in the home
- Provides home building workshops and training so users can improve their skills

**Results/Impact**

The Toronto Tool Library has loaned over 7,000 tools to over 900 members since opening in spring 2013 (17 months). Over 90% of their tools have been donated by people in Toronto who no longer need/use their tools. Overall, they have a 99% return rate on their tools and rely mostly on volunteers to help with librarian shifts and tool maintenance. Besides loaning tools, they have also held dozens of skill-building workshops such as basic woodworking, woodcarving, up cycling, 3D printing and laser cutting for both adults and youth. On-site at one of their locations is a community woodworking shop where people can access large stationary tools to use. As people living in cities have less ability to house and own large expensive tools, their shop offers an alternative by providing access on a daily or monthly basis.

**Partners**

The Toronto Tool Library initially partnered with a charity called the Parkdale Activity-Recreation Centre to launch their first tool library. Since then, they have established partnerships with several local groups and established organizations including Canadian Tire, Home Depot, Ryobi, the Centre for Social Innovation, Transition Toronto and more.

**Contact/Website**

Website: [www.torontotoollibrary.com](http://www.torontotoollibrary.com) Email: Contact@IRBE.org. Tel: +1 647-498-1258
Mailing address: East: 1803 Danforth Avenue, Toronto, ON, M4C 1J2 Canada.
Lawrence Alvarez, Co-founder and President, IRBE. Email: Lawrence@IRBE.org
Ryan Dyment, Co-Founder and Executive Director, IRBE. Email: Ryan@IRBE.org

---

**Voluntary simplicity/self sufficiency**

**Title:** The Simplicity Collective

<table>
<thead>
<tr>
<th>Region:</th>
<th>Geographical scope:</th>
<th>Implementing Country/Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global</td>
<td>local</td>
<td>Australia</td>
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<table>
<thead>
<tr>
<th>Themes/Sectors</th>
<th>Type of initiative</th>
<th>Lead organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-being, degrowth, resource and energy efficiency and reduction, social innovation</td>
<td>Education and civic action: awareness raising, information sharing, communication</td>
<td>Grassroot network. Coordinator: Samuel Alexander</td>
</tr>
</tbody>
</table>

**Opportunity: drivers and motivators**

Vision building; stimulating new social norms
Consumerism and consumer culture

**Objectives**

- Raising public awareness about the fact that the simpler life of reduced resource and energy and consumption is a viable and desirable alternative to consumer culture.
- Explore, promote and celebrate a materially simple, inwardly rich way of life
- Stimulate social innovation and creativity in order to reduce the negative impacts of lifestyles on nature
- To provide for basic needs as simply and directly as possible so as to be able to direct more time and energy to pursuing non-materialistic sources of satisfaction and meaning
- Increasing the qualitative richness of daily living, the cultivation of relationships, and the development of social, intellectual, artistic and spiritual potentials.

**Activities**

- Distribution of books, essays, etc. about voluntary simplicity as regards housing, clothing, food, work
- Lectures, courses (Masters)
- Maintains an online discussion forum
- Increasing individual self-sufficiency

**Results/Impact**

Increased awareness of aspects of simple living, de-growth, alternative solutions to over-consumption

**Partners**

**Contact/Website**

http://simplicitycollective.com

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**Title:** The Slow Movement

**Region:** Global

**Geographical scope:**

**Implementing Country/Area**

<table>
<thead>
<tr>
<th>Themes/Sectors</th>
<th>Type of initiative</th>
<th>Lead organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel, cities, food, schools, living, money, nutrition, chemicals</td>
<td>Awareness raising, education, information sharing</td>
<td>Footprint Choices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunity: drivers and motivators</th>
<th>Barrier addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision building; new metrics for societal prosperity</td>
<td>Consumerism and consumer culture</td>
</tr>
</tbody>
</table>

**Objectives**

To make available information, resources, services and networking opportunities for everyone interested in exploring ecologically sustainable ways of thinking, living and interacting in our world community.

To provide motivation and opportunities to mobilize people in their economic roles - as consumers, business people, and employees. In order to harness the economic strength of consumers, businesses and the market place, to create a socially just and environmentally sustainable society.

Consumers have ultimate power. If we do not purchase goods and services that are not based on ecologically sound practices, those goods and services will not survive in the market place.

**Activities**

Educating individuals and families to integrate sustainable living methods into their lives through the information, resources and services The Slow Movement encourages people to adopt personal sustainable development goals.

**Results/Impact**

Although it is difficult to measure the impact of the Slow Movement, the concept of slow food, slow travel, and slow living has spread to many countries around the globe and lead to the establishment of many local community groups whose motto is “slow living”.

**Partners**

**Contact/Website**

www.slowmovement.com

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**Title:** RainCatcher project in Jordan, Israel and Palestine

**Region:** Arab region

**Geographical scope:** Arab region

**Implementing Country/Area** Jordan, Israel, Palestine

<table>
<thead>
<tr>
<th>Themes/Sectors</th>
<th>Type of initiative</th>
<th>Lead organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education, research</td>
<td></td>
<td>US Geological Survey (public organization)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Opportunity: drivers and motivators</th>
<th>Barrier addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government leadership</td>
<td>Economic and social systems and structures do not offer alternative paths to reach shared solutions.</td>
</tr>
</tbody>
</table>
Historically, rainwater harvesting was used in Jordan to provide water that is suitable for various domestic and irrigation uses. A number of historical examples that incorporate effective water harvesting systems still remain in the country. However, this practice lost popularity as modern methods of securing water became available (e.g. man-made reservoirs, mechanized pumps, municipal water supply). With a growing population inducing a water scarcity, rainwater harvesting has regained popularity in the Middle East.

The RainCatcher project is a pilot program for middle grade schools aimed at designing and constructing cost-effective systems, in order to reduce the school reliance on public water supply, especially during winter month.

The project ran in 2005 in six schools in Jordan, Palestine and Israel (two school in each country) with the following five objectives:
1. “Provide an opportunity for regional cooperation and a better understanding of a critical topic.
2. Help students better understand water, the water cycle, and water conservation.
3. Provide teachers with a source of educational opportunities in multiple fields.
4. Demonstrate a historically valuable technique for water use.
5. Develop a rain harvesting system for schools that offers water and cost savings and helps beautify the facility.”

**Activities**
The activities carried out under this project are the following:
- Capacity building and training workshop on the development and planning of the raincatcher system
- Construction of the rain harvesting systems in each schools
- Construction of the weather station in each schools, to predict volumes of water to harvest
- Data collection and project evaluation
- Conclusion workshop, and experience sharing

**Results/Impact**
For each school, the installation of the raincatcher system costed about 6,000 USD. Schools harvest more water than the short-term needs for sanitation and irrigation, hence giving the opportunity for developing side projects like growing crops to sell and generate extra revenues for helping the poorest, or to create and irrigate green public spaces.

**Partners**
Israeli Ministry of Foreign Affairs, Jordanian Ministry of Water and Irrigation, Palestinian Water Authority, U.S. Department of State, U.S. Embassy/Tel Aviv, U.S. Consulate/Jerusalem, U.S. Embassy/Amman

**Contact/Website**
RainCatcher project’s website: [http://www.watercare.org/RainCatcher](http://www.watercare.org/RainCatcher)
Daniel J. Goode, Ph.D., U.S. Geological Survey, Pennsylvania Water Science Center

<table>
<thead>
<tr>
<th>Title: The Center for a New American Dream</th>
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</thead>
<tbody>
<tr>
<td>Lifecycle perspective: Sustainable lifestyles and consumption</td>
</tr>
<tr>
<td>Opportunity: drivers and motivators: Vision building</td>
</tr>
<tr>
<td>Objectives: - To cultivate a new American dream—one that emphasizes community, ecological sustainability, and a celebration of non-material values, while upholding the spirit of the traditional American dream of life, liberty, and the pursuit of happiness.</td>
</tr>
</tbody>
</table>
- To help Americans reduce and shift their consumption to improve quality of life, protect the environment, and promote social justice;
- To raise awareness of the negative impact of a hyper-consumer culture by focusing on the connections between consumption, quality of life, and the environment.
- To work with individuals, institutions, businesses, and communities to conserve natural resources, counter the commercialization of American culture, support community engagement, and promote positive changes in the way goods are produced and consumed.
- To change social norms around consumption and consumerism and to support the local movement of individuals and communities pursuing lifestyle and community action.
- To promote a society that pursues not just “more,” - more of what matters—and less of what doesn’t.

Activities
- The Redefining the Dream program seeks to re-imagine the American dream with a focus on more of what really matters: creating a meaningful life, contributing to community and society, valuing nature, and spending time with family and friends.
- The Beyond Consumerism program strives to create a vision of life beyond overconsumption, disposable lifestyles, and perpetual marketing, and to provide the tools to help families, citizens, educators, and activists rein in consumerism in their lives and in broader society.
- The Collaborative Communities program strives to inspire, connect, support, and equip community members to create local initiatives that build community capacity and social ties, increase ecological sustainability, and foster greater liveability and economic vitality.

Results/Impact
- The Center for a New American Dream's 2014 national survey, which polled 1,821 U.S. citizens aged 18 and over, illustrates the shift in public consciousness around the topic of the American Dream and sheds new light on the topics of advertising, the environment, consumption, and the sharing economy.
- Development of resources pages/information on The American Dream, Living the Dream, Rethinking Growth, and A Plenitude Economy and the video, "America the Possible.
- Development of the "alternative" gift registry, SoKind, provide ways for Americans to rethink their relationship with "stuff," create a better balance work and life, explore ways to avoid advertising, and protect kids from marketing.
- Development of the Get2gether platform where people can meet fellow New Dreamers who live near them, join local New Dream Teams, and work together to organize real projects.
- Tools and how-to guides in the New Dream Community Action Kit, and solutions-oriented webinars.

Partners
Global Footprint Network

Contact/Website
Website: http://www.newdream.org/ Email: newdream@newdream.org Tel: +1 3018913683 
Mailing address: 455 Second Street SE, Suite 101, Charlottesville, VA 22902, United States. 
Wendy Philleo, Executive Director, can be reached via email at wendy@newdream.org.

Safeguarding sustainable traditional knowledge and lifestyles

<table>
<thead>
<tr>
<th>Title: Masai Environmental Resource Coalition (MERC)</th>
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<tbody>
<tr>
<td><strong>Region:</strong></td>
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<tr>
<td>Africa</td>
</tr>
<tr>
<td><strong>Themes/Sectors</strong></td>
</tr>
<tr>
<td>Conservation, Education awareness, Tourism reform, Women’s empowerment</td>
</tr>
<tr>
<td><strong>Opportunity: drivers and motivators</strong></td>
</tr>
<tr>
<td>Adequate policy development</td>
</tr>
</tbody>
</table>
Objectives

To save culture and, as an expression of that culture, to protect unique land and its wildlife for future generations, while advocating for the protection of traditional land rights of the Maasai people, and for conservation, management and sustainable use of the ecosystems of East Africa.

Activities

Land rights cases - 2010 to date;
Research and policy development - in understanding the Maasai Mara Game Reserve;
Semester in Maasailand - A Study in Community Activism offered to undergraduate and graduate students of Prescott College, USA during summer semester.
Maasai field guide training project at Dopoi Research Centre;
Community water project - to bring safe adequate water supplies to communities who live far;

Results/Impact

A series of court cases and law suits for Maasai people defence; Restoration and Protection of Traditional Lands; The Maasai Girls Education Fund in 2000 with Barbara Shaw http://www.maasairoleseducation.org; Global Media Campaign; First Pan-African Symposium on Non-Consumptive Wildlife Conservation 1997; Anti-hunting and Community-based Anti-poaching Program;
Community Conservation Education Program and Community-based Ecotourism Program;
Representing Maasai Environmental & Cultural Interests at Global Forums; Suspension of an Environmentally Devastating Hydro Project; Loliondo Report exposing a massive wildlife hunting concession in Tanzania; Maasai Education Fund; Human/Wildlife Conflict Resolution Program.

Partners

Grassroots Maasai organizations throughout Maasailand, all levels of Kenyan government, and national and international civil society organizations to create partnerships for the economic, political, and cultural empowerment of the Maasai people.
Prescott College, USA

Contact/Website
info@maasaierc.org; http://www.maasaierc.org

Title: ALANA / Territorio do Brincar (Children's Playground)

Region: Latin America
Geographical scope: National / local
Implementing Country/Area: Brazil

Themes/Sectors: Research, Policy and Advocacy on Childhood and related consumption issues.

Opportunity: drivers and motivators
Stimulating new social norms/a return to valued norms

Barrier addressed
Globalization and trade (WTO and free trade agreements) do not take in to account sustainability issues.

Objectives

Based on innovation, communication, advocacy, and campaigning the Alana Institute brings together and coordinates projects whose main goal is to mobilize society around the themes of childhood and consumption. Territorio do Brincar is an ongoing specific project supported by ALANA that seeks to “Listen to Brazil from the voice of our children, which at once depict the universality of childhood and reflect and mirror the persons that we are” with objective of acknowledging and preserving traditional games and ways of playing among Brazilian communities.

Activities

The project is based on research, knowledge exchange, registration and dissemination of the children's traditional culture in Brazil. Thus, the records in movies, photos, texts, audio, documentaries and publications constitute the bases for an active dialogue among educators, researchers and the local communities that get involved in the project.
**Results/Impact**

Based on the records, the research analysis, the dialogue and the reflection on the way children play in the different and diverse regions and local communities of Brazil the project is confronting the influence of the media and the marketing industry and making Brazilians acknowledge the value of their traditional culture and the fragility and delicacy of childhood.

**Partners**

The Project keeps a partnership with 6 Schools, educators, researchers and the Alana Institute, plus the local communities that get involved

**Contact/Website**

http://alana.org.br and http://www.territoriodobrincar.com.br

<table>
<thead>
<tr>
<th><strong>Title:</strong> Rural-Urban China DESIS thematic cluster and projects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Region:</strong> Asia</td>
</tr>
<tr>
<td><strong>Themes/Sectors</strong> Rural and urban lifestyles, design, innovation</td>
</tr>
</tbody>
</table>

**Opportunity: drivers and motivators** Vision building

**Barrier addressed** Lack of shared understanding and limited or non-existent knowledge.

**Objectives**

- To encourage the development and exchange of knowledge on how to discover and release the strengths of rural and urban life in China in order to avoid some of the pitfalls of modernization.
- Stimulate the establishment of global knowledge of the eco-system based on the existing collaboration.

**Activities**

Organizing research, seminars and conferences; sharing didactical resources such as teaching tools, course and workshop formats, bibliographical references; establishing a platform to share the research information, such as promising cases, projects and research results; proposing and developing applied research; promoting cultural and communication initiatives, such as exhibitions, publications, broadcasting, proposals and projects.

**Results/Impact**

There are several ongoing projects in DESIS-China network under this cluster, including DESIGN Harvests Project by Tongji University and StudioTAO, Innovation Food Network Project by Tsinghua University, New Chanel Project by Hunan University and LinShan vegetarian project by JiangNan University, and etc.. Design and Design Thinking were adapted in different fields including entrepreneurship, community support agriculture, living labs, co-design, hospitality, wellness, food network, craftsmanship, mobility, environment Design, branding, and etc.

**Partners**

Contact/Website

Tongji University: Prof.LOU Yongqi, lonyongqi@gmail.com, SONG Dongjin: susan.sdj@gmail.com, JiangNan University: Prof.GONG Miaosen, miaosen.gong@gmail.com

And see www.DESIS-network.org

<table>
<thead>
<tr>
<th><strong>Title:</strong> Al Hima traditional conservation practice revival</th>
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<tbody>
<tr>
<td><strong>Region:</strong> Arab region</td>
</tr>
<tr>
<td><strong>Themes/Sectors</strong></td>
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</tbody>
</table>

The 10-Year Framework of Programmes on Sustainable Consumption and Production (10YFP) Sustainable Lifestyles and Education Programme

Pathways to Sustainable Lifestyles

Global Stocktaking Report
Opportunity: drivers and motivators | Barrier addressed
--- | ---
Social innovation | Lack of shared understanding and limited or non-existent knowledge.

Objectives
The Hima is a traditional system of resource tenure that has been practiced for more than 1400 years in the Arabian Peninsula. It is the most widespread and longstanding indigenous/traditional conservation institution in the Middle East. Hima means “protected place or area”, which initially means that access to this place is forbidden. In Islamic law, it now signifies a natural area that is set aside permanently or seasonally for the public good, which may not be privately owned. A hima has to meet four conditions:
- It should be constituted by the imam – the legitimate governing authority;
- It should be established in the Way of God, for purposes pertaining to the public welfare;
- It should not cause undue hardship to the local people, it should not deprive them of resources that are indispensable to their subsistence; and
- It should realize greater actual benefits to society than detriments.
These four conditions are much linked to equity principles in the planning and management of protected areas. After a strong declination period, the use of Hima regains interest, and there are several projects in place to reinstall these traditional management system for protected areas.

Activities
Hima provide a potential for ecological and socio-economic research. One of the most successful Hima revival attempt takes place in Lebanon. In 2004, a Hima was re-established on the location it used to be, following a modernised concept of the traditional Hima principle. Working closely with the village community, the Society for the Protection of Nature in Lebanon re-established the hima in the village, for use mainly for eco-tourism, including bird-watching and hiking activities, thus creating jobs locally. Traditional activities for this hima, namely bee-keeping and grazing, were continued, and replaced hunting. The local municipality decided to issue a hunting ban.

Results/Impact
Overall, the restoration of the hima improved social, economic and environmental environment for local communities. In 2007, an international meeting entitled “Conservation for Poverty Reduction, Traditional Approaches in West Asia: Hima Revival and Evolution through the 21st Century” was organised in Lebanon, to share Lebanese success stories. The meeting brought fifty participants together, and they designed a roadmap for the Revival of Hima. One of the key aspect was the necessity to modernize the Hima concept, in order to inequitable tribal practices that could lead to ethnic and gender discrimination. In May 2014, a forum entitled “Al Hima Promise – Possibilities are endless” was held in Jordan, under the patronage of HRH Prince El Hassan Bin Talal.

Partners

Contact/Website
Vanja Westerberg, IUCN

Policy initiatives
| Title: Green City Bonds (Johannesburg, South Africa) |
|---|---|---|
| **Region:** | **Geographical scope:** | **Implementing Country/Area** |
| Africa | Local, National | South Africa |
| **Themes/Sectors** | **Type of initiative** | **Lead organization** |
| Climate change mitigation; Solar Geyser Initiative | Policy: Green Fund initiative | Local government/ Municipality |
### Resilient and sustainability

<table>
<thead>
<tr>
<th>Opportunity: drivers and motivators</th>
<th>Barrier addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate policy development</td>
<td>Economic and social systems and structures do not offer alternative paths to reach shared solutions.</td>
</tr>
</tbody>
</table>

### Objectives

To provide the City with a funding source to improve and expedite the implementation of its climate change mitigation strategy and move the City towards a low carbon infrastructure, minimal resource reliance and increased preservation of natural resources; To finance sustainability initiatives such as the Solar Geyser Initiative, the Bio Gas Energy Project, and other initiatives to contribute to a resilient and sustainable City; as well as finance low-carbon buildings and buses with cleaner emissions for the city.

### Activities

The City of Johannesburg issued the R1.46 billion bond, which is due in 2024 and pays an annual coupon of 10.18%, at a yield of approximately 185 basis points above the R2023 government bond; The City of Johannesburg hosted the fifth biennial C40 Cities Climate Leadership Group Mayors Summit in February 2014 to advance urban solutions to global climate change through international collaboration and dialogue. The C40 Cities Climate Leadership Group (C40) is a network of the world's megacities committed to addressing climate change.

### Results/Impact

The bond auction was a success and 150 per cent oversubscribed. The City’s motto is “A world-class African city” and it has become the first City in the C40 Cities Climate Leadership Group to issue the Green bond and list on its securities exchange, the Johannesburg Securities Exchange (JSE); Eco-mobility has gained it a particular renown- Rea Vaya, the City's Bus Rapid Transit (BRT) system, runs on low-sulphur diesel, emitting less greenhouse gases, and transports about one million passengers a month. Estimates are that it is likely to save 1.6 million tons of CO2 equivalent emissions by 2020. All of this is part of a move to make Johannesburg a pedestrian and public transport oriented city by 2040.

### Partners

JSE; Standard Bank; C40 Network

### Contact/Website


### Title: Bafut Council Eco City Project

<table>
<thead>
<tr>
<th>Region: Africa</th>
<th>Geographical scope: Local Municipal Council</th>
<th>Implementing Country/Area Cameroon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Themes/Sectors</td>
<td>Development, Governance, Effective community participation, awareness creation on pandemic diseases; Public events</td>
<td>Type of initiative Sustainable development initiative; education programme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunity: drivers and motivators</th>
<th>Barrier addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology development</td>
<td>Citizens’ limited ability to influence wider systems of society that precondition and determine many patterns of development, consumption and production.</td>
</tr>
</tbody>
</table>

### Objectives

To provide education, entertainment and to connect people (through participatory or circular communication), organizations and communities, and ultimately, the government and public service agencies; and to address the gap between urban governance and the residents of the village, with specific focus on the rural poor.

### Activities
Through the Youth Education Programme create young Social Entrepreneurs and Young Farmers Clubs, and train environmental technicians with the knowledge and skills to develop and execute strategies for achieving sustainability, within the framework of the Millennium Development Goals.

**Results/Impact**

**Sustainable Technologies Park and Cross-Cultural Education Hub for local and international volunteers**

**Partners**
ICLEI, UNESCO World Heritage,

**Contact/Website**
http://www.bafut.bafutcouncil.org

### Title: SCAM / Environmental Certification of Local Governments -Municipalities

<table>
<thead>
<tr>
<th>Region:</th>
<th>Geographical scope:</th>
<th>Implementing Country/Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin America</td>
<td>National / local</td>
<td>Chile</td>
</tr>
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</table>

**Themes/Sectors**
Sustainable development, sustainable lifestyle, community participation and local governance

**Type of initiative**
Policy: Institutional programme conducted by a governmental agency to promote local sustainable development

**Lead organization**
Chilean Ministry of Environment

**Opportunity: drivers and motivators**
New metrics for societal prosperity

**Barrier addressed**
Economic and social systems and structures do not offer alternative paths to reach shared solutions.

### Objectives

The Municipal Environmental Certification System (SCAM) is a comprehensive certification system, which operates with local governments (municipalities) on a voluntary basis across all the regions of the country and is inspired in Local Agenda 21 and based on national and international standards such as ISO 14001 and EMAS (Eco-Management and Audit Regulation). The SCAM seeks to integrate sustainability factors in municipal management (infrastructure, personnel, internal procedures and services provided by the municipality to the community) and to incorporate the local community in the decision making process around sustainable development.

### Activities

The system contemplates three different interconnected and scaled stages or levels of certification (phase one: basic; phase two: intermediate, and phase three: excellence) that are based on the recognition of the gradual accomplishments achieved by the local governments that get involved in the process of certification, accordingly to the indicators outlined by the system. The SCAM operates in a flexible way, than enables adaptation to the reality of each municipality in a gradual and systemic manner.

### Results/Impact

In general terms the main impact of the SCAM is related to the upscaling of sustainability practice in those local communities that get involved and the setting up of solid institutional bases for local sustainable development, generating thus an ongoing dialogue and reflection on sustainable ways of living among local stakeholders. Some of the main specific results and impacts of the System are:

- Capacity building and knowledge transfer
- Involvement and active participation of the local community in the decision making process
- Support and dissemination of sustainable living practices.
- Water and energy efficiency.
- Reduction of waste.

**Partners**
Chilean Ministry of Environment, Chilean municipalities

**Contact/Website**
http://www.mma.gob.cl/educacionambiental/1319/w3-propertyvalue-16359.html
Title: Flagship Initiative Resource Efficiency

<table>
<thead>
<tr>
<th>Region:</th>
<th>Geographical scope:</th>
<th>Implementing Country/Area</th>
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<tbody>
<tr>
<td>Europe</td>
<td>Local-regional-national</td>
<td>European Union (all member states)</td>
</tr>
</tbody>
</table>

Themes/Sectors: SCP policy and economic frameworks, Sustainable production and value chains

Type of initiative: Policy development

Lead organization: European Union

Opportunity: drivers and motivators

New metrics for societal prosperity

Barrier addressed

Lack of coherent, integrated and participatory governance structures and systems.

Objectives

- A low-carbon economy roadmap 2050
- A 2020 energy efficiency plan
- A white paper on the future of transport
- An energy roadmap 2050
- A roadmap for a resource-efficient Europe
- Reforms of the Common Agricultural Policy, the Common Fisheries Policy, Cohesion Policy, energy infrastructure and - trans-European transport networks
- A new EU biodiversity strategy for 2020
- Measures regarding commodity markets and on raw materials

Activities

The flagship initiative for a resource-efficient Europe provides a long-term framework for actions in many policy areas, supporting policy agendas for climate change, energy, transport, industry, raw materials, agriculture, fisheries, biodiversity and regional development. This is to increase certainty for investment and innovation and to ensure that all relevant policies factor in resource efficiency in a balanced manner.

Results/Impact

- European Resource Efficiency Platform has been established to provide high level guidance to the European Commission, Members States and private actors on the transition to a more resource-efficient economy.
- The Resource Efficiency Roadmap has been compiled and adopted.
- Resource Efficiency Indicators have been chosen.
- An online resource efficiency platform to bring together stakeholders has been implemented.
- Extensive policies on waste, air, product life cycle and biodiversity preservation have been adopted by the European Union.

Partners

EU Member States and relevant stakeholders (industry, consumers, etc.)

Contact/Website

http://ec.europa.eu/resource-efficient-europe/

Title: Vancouver Greenest City 2020 Action Plan

<table>
<thead>
<tr>
<th>Region:</th>
<th>Geographical scope:</th>
<th>Implementing Country/Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>North America</td>
<td>Local</td>
<td>Canada, City of Vancouver</td>
</tr>
</tbody>
</table>

Themes/Sectors: Lifecycle perspective; Sustainable lifestyles and consumption; Awareness-raising and education for SCP; Media, advertising and marketing; and waste.

Type of initiative: Policy frameworks and processes

Lead organization: City of Vancouver
Objectives

- To become the greenest city in the world by 2020. City of Vancouver staff is working with Council, residents, businesses, other organizations, and all government levels to implement the Greenest City 2020 Action Plan, which addresses carbon, waste, ecosystems.
- To create opportunities while building a strong local economy, vibrant and inclusive neighbourhoods, and an internationally recognized city that meets the needs of future generations.

Activities

The Action Plan has 10 goals and the City of Vancouver is implementing numerous activities to support the achievement of these 2020 targets:

Goal 1: Green Economy: Double the number of green jobs over 2010 levels by 2020 and double the number of companies that are actively engaged in greening their operations over 2011 levels by 2020.

Goal 2: Climate Leadership: reduce community-based greenhouse gas emissions by 33% from 2007 levels.

Goal 3: Green Buildings: require that all buildings constructed from 2020 onwards to be carbon neutral in operations and reduce energy use and GHG emissions in existing buildings by 20% over 2007 levels.

Goal 4: Green Transportation: Make walking, cycling and public transit preferred transportation options by making the majority (over 50%) of trips by foot, bicycle and public transit and reducing the average distance driven per resident by 20% from 2007 levels.

Goal 5: Zero Waste: reduce solid waste going to the landfill or incinerator by 50% from 2008 levels.

Goal 6: Access to Nature: Ensure that all Vancouver residents live within a five-minute walk of a park, greenway or other green space by 2020, and plant 150,000 new trees between 2010 and 2020.

Goal 7: Lighter Footprint: Achieve a one-planet ecological footprint by reducing Vancouver’s ecological footprint by 33% over 2006 levels.

Goal 8: Clean Water: Vancouver will have the best drinking water of any city in the world by meeting or beating the strongest of British Columbian, Canadian and appropriate international drinking water quality standards and guidelines and reducing per capita water consumption by 33% from 2006 levels.

Goal 9: Clean Air: Vancouver will have the cleanest air of any major city in the world by meeting or beating the most stringent air quality guidelines from Metro Vancouver, British Columbia, Canada and the WHO.

Goal 10: Local Food: Vancouver will become a global leader in urban food systems by increasing city-wide and neighbourhood food assets by a minimum of 50% over 2010 levels.

Results/Impact

Every year, the City of Vancouver publishes progress updates on Greenest City Action Plan. The 2014 update is available here. Some of the results and impacts are as follows: The City of Vancouver:
- Received the Green Champion Award from the Federation of Canadian Municipalities in 2014.
- Was awarded a Sustainable Communities Award (Transportation) for our electric vehicle program by the Federation of Canadian Municipalities in 2014.
- Won the 2014 Best Overall Policy in Global Leadership Award from the World Green Building Council.
- Was recognized as one of Canada's Greenest Employers for the second year in a row by the editors of Canada's Top 100 Employers in 2013.
- Winner of a 2012 FCM Sustainable Communities Award for the City’s Greenest City 2020 Action Plan.

Partners

The City can't achieve the Greenest City Action Plan by itself. Partnerships are the key to achieving this plan. The process of developing the Greenest City Action Plan, as well as the implementation of the many quick-start actions, demonstrates the power of partnerships in building the future city.
### Creation of sustainable spaces and innovative technologies

**Title:** Development of Biomass Energy Town

<table>
<thead>
<tr>
<th>Region:</th>
<th>Geographical scope:</th>
<th>Implementing Country/Area</th>
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</thead>
<tbody>
<tr>
<td>Asia (South)</td>
<td>Local (across 24 villages)</td>
<td>Karnataka, Chhatisgarh, India</td>
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<tr>
<th>Themes/Sectors</th>
<th>Type of initiative</th>
<th>Lead organization</th>
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</thead>
<tbody>
<tr>
<td>Local Environment, Climate Change and Environmental Governance; Keywords: Biomass energy technology packages, biomass gasification, biogas plants, community development, livelihood options</td>
<td>Civic action, education. Development of a model biomass town and to promote community sustainable development and livelihood improvement.</td>
<td>Led by NGOs, Supported by GEF, ICEF-India, State and Central Government Agencies, Bilateral/Multilateral Agencies</td>
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</table>

**Opportunity: drivers and motivators**

<table>
<thead>
<tr>
<th>Technology development</th>
<th>Barrier addressed</th>
</tr>
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<tbody>
<tr>
<td>Economic and social systems and structures do not offer alternative paths to reach shared solutions.</td>
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</table>

**Objectives**

The objective of the activity is to develop a model biomass town where in biomass energy technology packages are promoted to meet the rural energy needs for both cooking/process heat application as well as power/electricity needs to promote various livelihood or income generating activities in these villages for achieving overall sustainable development.

**Activities**

1.2 MW of total woody biomass gasifier system with generating potential of 4800 MWh of bioelectricity annually mainly for irrigation, operating high load applications for livelihood generation such as flour mill, oil extraction units, saw mill, small cottage industries etc.

- 120 kW community biogas-cum-bio-fertilizer systems generating 346 MWh for base loads for lighting, drinking water supply throughout the year, basically taking care of constant base load operations.
- 45 community biogas-cum-bio-fertilizer systems in 24 village settlements with total capacity of 4,000 m3/day (range 25 to 100 m3/day) for cooking gas and bio-fertilizer production.
- Establish around 400-500 ha of short rotation forest plantations; 300-400 ha of agro-forestry systems; 200-300 ha of community forestry; 400-500 ha of orchards; and 100-125 ha of high input forestry.
- Community based committees have been established for management of these biomass energy systems and local villagers were trained for its operation and maintenance.

**Results/Impact**

These villages deprived off of any conventional modern energy sources finally got the opportunity to have an access to electricity, which would open up opportunity for livelihood option and income generation. This would help in achieving development of these otherwise isolated locations and can help them in bringing into mainstream. Use of biogas for cooking energy needs saved substantial quantities of fuelwood otherwise used for this activity, which is now available as feedstock for gasifier plant for power generation. There is less drudgery in collecting and using firewood for household cooking purpose and reduced smoke exposure due to use of clean biogas fuel. Biogas plants also make available rich organic manure for use. Once the access to electricity is made available there is now vast opportunity for using it for income generation activities and livelihood option. Some of the common one which are being followed first include flour mill, entertainment, shops, handmade items, etc. Reliable irrigation provided food security as now instead of single rain-fed crop people can take multiple value added crops. Energy plantation and sustainable biomass supply mechanism provided lot of employment generation opportunities.
Critical Instruments: Technology, Private financial mechanisms for infrastructure development, Establishing community organization (i.e. institutional mechanism), and Awareness

**Partners**

GEF, ICEF-India, State and Central Government Agencies, Bilateral/Multilateral Agencies

**Contact/Website**

Project Coordinator
Biomass Energy for Rural India (BERI) Project, 624, 11th Main, HAL 2nd Stage, Indiranagar, Bangalore – 560 008, (India)
The secretary, Ministry of Non-conventional Energy Sources (MNES)
Block 14, CGO Complex, Lodhi Road, New Delhi – 110 003, (India)
Respondent
Sanjay Mande, Kusum Lata, Darbari Seth Block, Habitat Place, Lodhi Road, New Delhi – 110 003, India
Phone: +91 11 24682100, 24682111, Fax: +91 11 24682144, 24682145, Email: sanman@teri.res.in, kusumj@teri.res.in

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**Title: AVINA Foundation**

**Region:**
Latin America

**Geographical scope:**
Regional

**Implementing Country/Area:**
Latin American Countries

**Themes/Sectors:**
Sustainable Development

**Type of initiative:**
Civic action. Connection and coordination of agendas around sustainable development issues

**Lead organization:**
Regional Foundation

**Opportunity: drivers and motivators**
Social innovation

**Barrier addressed**
Lack of coherent, integrated and participatory governance structures and systems.

**Objectives**
Avina is a Latin American foundation that identifies opportunities to achieve systemic change relevant for sustainable development, by connecting and empowering people and institutions in shared agendas for action.

**Activities**
Avina develops its activities around Opportunities identified by an in-depth study of the current political, economic, social and environmental trends in Latin America. Opportunities in Development: The aim is to seed collaborative processes, increase the number and diversity of allies involved, build a shared vision, incubate pilot programs, foster participatory design of programs and test an action strategy for the opportunity. Three priority opportunities are currently in development: the South American Chaco, Extractive Industries and Democratic Institutions.

Opportunities for Impact: In these opportunities, Avina looks to scale up impact at the regional level. These opportunities have proven potential and Avina’s added value has been assessed and demonstrated. A critical mass of allies are involved who share a vision and priorities for national and regional action. There are currently six opportunities for impact in Avina’s portfolio: Access to Water, Sustainable Cities, Energy, the Amazon Biome Strategy, Migration and Inclusive Recycling.

**Results/Impact**
Through its work Avina has been able to connect different actors and stakeholder at the national and regional level and coordinate their institutional agendas and efforts towards sustainable development governance and practice in a wide range of sectors, from energy issues to public participation and democracy.

**Partners**
To ensure smooth interaction between Avina and its allies, contacts and important actors in each country, Fundación Avina has a Country Liaison for every country where we operate. The Country...
Liaison represents our organization with multiple stakeholders and ensures the relevance of Avina’s activities in the country according to local priorities for sustainability.

Contact/Website
http://www.avina.net/eng/sobre-avina

CSR/Fairtrade

Title: Fairtrade International

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<thead>
<tr>
<th>Region</th>
<th>Geographical scope</th>
<th>Implementing Country/Area</th>
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</thead>
<tbody>
<tr>
<td>Global</td>
<td>Local-national-regional</td>
<td>Germany/ global</td>
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<tr>
<th>Themes/Sectors</th>
<th>Type of initiative</th>
<th>Lead organization</th>
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</thead>
<tbody>
<tr>
<td>Sustainable procurement, Fair trade, cotton production, standards</td>
<td>Policy frameworks, procurement, certification, labelling, advocacy</td>
<td>Fairtrade international; Fairtrade Foundation United Kingdom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunity: drivers and motivators</th>
<th>Barrier addressed</th>
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<tbody>
<tr>
<td>Stimulating new social norms</td>
<td>Globalization and trade (WTO and free trade agreements) do not take in to account sustainability issues.</td>
</tr>
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</table>

Objectives
Fairtrade is an alternative approach to conventional trade and is based on a partnership between producers and consumers. Fairtrade offers producers a better deal and improved terms of trade. This allows them the opportunity to improve their lives and plan for their future. Fairtrade offers consumers a powerful way to reduce poverty through their everyday shopping. Fairtrade work is driven by informed consumer choices, and the desire of business to meet the expectations of their customers, both of which provide crucial support for wider campaigning to reform international trade rules and create a fairer economic system.

Activities
- Coordinates Fairtrade labelling at an international level
- Sets international Fairtrade standards
- Organizes support for producers around the world
- Develops global Fairtrade strategy
- Promotes trade justice internationally

Results/Impact
- Fairtrade Standards
- Fairtrade Minimum Prices
- Fairtrade Products
- Fairtrade certification
- Empowerment of farmers and workers
Fairtrade rewards and encourages farming and production practices that are environmentally sustainable. Producers are also encouraged to strive toward organic certification. Producers must:
- Protect the environment in which they work and live. This includes areas of natural water, virgin forest and other important land areas and dealing with problems of erosion and waste management.
- Develop, implement and monitor an operations plan on their farming and techniques. This needs to reflect a balance between protecting the environment and good business results.
- Follow national and international standards for the handling of chemicals. There is a list of chemicals, which they must not use.
- Not, intentionally, use products, which include genetically-modified organisms (GMO).
- Work out and monitor what affect their activities are having on the environment. Then they must make a plan of how they can lessen the impacts and keep checking that this plan is carried out.

Partners
Many and diverse (see website)

Contact/Website
**Title:** Product Sustainability Round Tables

**Region:** Global  
**Geographical scope:** Local, regional, global  
**Implementing Country/Area:** North America and Europe

<table>
<thead>
<tr>
<th>Themes/Sectors</th>
<th>Type of initiative</th>
<th>Lead organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social, environmental and economic responsibility; fair operating practices, consumer rights and responsibilities</td>
<td>Education and guidance standard</td>
<td>Think tank</td>
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</table>

<table>
<thead>
<tr>
<th>Opportunity: drivers and motivators</th>
<th>Barrier addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information exchange on peers’ collective experiences, perspectives and understanding of key trends and emerging sustainability issues.</td>
<td>Better understanding key product sustainability trends that are driving businesses today and are likely to define them in the future.</td>
</tr>
</tbody>
</table>

**Objectives**

For 20 years, the Product Sustainability Round Table (PSRT) has been the premier community of practice in the product sustainability space. The PSRT brings together the product sustainability leaders of the world’s most respected companies, from across the value chain, in a non-competitive environment to:

- Openly share and learn from peers’ collective experiences, perspectives and understanding of key trends and emerging sustainability issues;
- Benchmark performance, tools and thinking against other leaders considering the whole supply chain; and
- Deepen understanding of key product sustainability trends that are driving businesses today and are likely to define them in the future.

**Activities**

The Product Sustainability Round Table fills a unique space in the market, bringing together the best elements of – and providing value beyond – a dedicated think-tank, an in-house consultant, an industry association working group, and multiple large sustainability conferences.

PSRT members benefit from a select range of offerings focused on the needs and interests of the participants. Central to the Product Sustainability Round Table are the bi-annual meetings in both North America and Europe, complemented by other knowledge and engagement benefits. Members have access to:

- Four annual PSRT meetings for two individuals from each member company;
- Clear actionable insights based on leading practices, tools and processes;
- Emerging issues radar and materiality tool;
- Member work groups on select topics;
- Webinars focused on topics of member interest;
- The annual PE Sustainability Symposium in Stuttgart, Germany;
- An online source for resources and information about PSRT efforts; and
- Regular contact and access to PE INTERNATIONAL’s expertise.

**Results/Impact**

Based on emerging trends, their understanding of sustainability, and ongoing discussions with PSRT members, the 2014 themes are:

**Developing a sustainable supply chain**

The days when sustainability was defined solely by a company’s gate to gate performance are long gone. In the light of rising stakeholder expectations, companies also need to address the supply chain. These expectations include management of commercial and reputational risks, and work towards supply chain impact reduction. In particular, the underlying issue of traceability and transparency has reached a tipping point, moving from a leadership goal to expected compliance activity as seen within: USGBC’s LEED V4; heightened expectations within DJSI and GRI; and,
increased regulations such as Dodd Frank and the California Safer Consumer Products Regulation. Because of the urgency and complexity of the topic, the PSRT will leverage its unique format to tackle these challenges and develop answers to some of the most pressing questions.

**Speeding and Scaling Up Action**

Historically, a lack of understanding and information on the key impacts of our products was a critical challenge for the sustainability space. Today we have an abundance of information from sources such as LCAs, EPDs, HPDs, Hot Spot Assessments, but collectively are struggling to translate this understanding into the desired pace and scale of change in our products. To support members in pursuing this objective, the 2014 PSRT will address select questions, with a focus on the related change management aspects and approaches to embedding sustainability into business practices.

**Communicating Product Sustainability**

As members strive for greater differentiation of their products’ sustainability performance, the ability to communicate performance is the lynchpin to success. Companies are challenged externally by the lack of clear models, skeptical stakeholders, concerns of overstating performance, and emerging regulatory constraints. Further, internally, sustainability leaders face conflicting priorities, reduced novelty, dispersed audiences, etc. Within this theme, the PSRT will focus on sustainability and product stewardship’s role in communicating product sustainability performance from data collection, to design, to engaging marketing departments. During 2014, the PSRT will jointly develop an enhanced understanding of success factors and implementation opportunities for communication.

**Partners**

PSRT Members: The Product Sustainability Round Table is an exclusive group of leading companies from various industries with leading product sustainability practices. Together with their members, they are proud of how they have grown over the years and are looking forward to the difference we can make going forward.

Member Companies
- 3M
- Alcoa
- Amcor
- BASF
- Baxter
- Dow Corning
- DuPont
- Georgia-Pacific LLC
- Keurig Green Mountain
- Herman Miller
- Johnson & Johnson
- Johnson Matthey
- Metso
- Rio Tinto
- SC Johnson
- Stanley Black & Decker
- UTC
- Valspar
- Whirlpool Corporation

**Contact/Website**

Dr. Jim Fava, Chairman Product Sustainability Round Table
Your PSRT Team, PE INTERNATIONAL
psrt@pe-international.com

**Title:** ISO-26000 Social Responsibility and Accountability
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<thead>
<tr>
<th>Region:</th>
<th>Geographical scope:</th>
<th>Implementing Country/Area</th>
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<tbody>
<tr>
<td>Global</td>
<td>Local, regional, global</td>
<td>National Standards Organizations in each country</td>
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<tr>
<th>Themes/Sectors</th>
<th>Type of initiative</th>
<th>Lead organization</th>
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<tbody>
<tr>
<td>Social, environmental and economic responsibility; human rights, fair operating practices, consumer rights and responsibilities</td>
<td>Education and guidance standard</td>
<td>International Standards Organization</td>
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<table>
<thead>
<tr>
<th>Opportunity: drivers and motivators</th>
<th>Barrier addressed</th>
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<tbody>
<tr>
<td>New metrics for societal prosperity</td>
<td>Globalization and trade (WTO and free trade agreements) do not take in to account sustainability issues.</td>
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</tbody>
</table>

**Objectives**

ISO 26000 provides guidance on how businesses and organizations can operate in a socially responsible way. This means acting in an ethical and transparent way that contributes to the health and welfare of society. ISO 26000:2010 provides guidance rather than requirements, so it cannot be certified to unlike some other well-known ISO standards. Instead, it helps clarify what social responsibility is, helps businesses and organizations translate principles into effective actions and shares best practices relating to social responsibility, globally. It is aimed at all types of organizations regardless of their activity, size or location. The standard was launched in 2010 following five years of negotiations between many different stakeholders across the world. Representatives from government, NGOs, industry, consumer groups and labour organizations around the world were involved in its development, which means it represents an international consensus.

**Activities**

Awareness raising and educational activities; self-monitoring by organizations and businesses; Increased stakeholder participation. Additionally, among other things: prevention of pollution; sustainable resource use; climate mitigation and adaptation; protection of the environment, biodiversity and restoration of natural habitats.

**Results/Impact**

The perception and reality of an organization’s performance on social responsibility influences, among other things:

- Competitive advantage
- Reputation
- Ability to attract and retain workers or members, customers, clients or users
- Maintenance of employees’ morale, commitment and productivity
- View of investors, owners, donors, sponsors and the financial community
- Relationship with companies, governments, the media, suppliers, peers, customers and the community in which it operates.

**Partners**

Contact/Website

www.iso.org

**Education and Research for Sustainable Consumption/Education for Sustainable Lifestyles**

**Title:** Regional Centres of Expertise on ESD (RCEs)

Enhancing Sustainable Lifestyles within Universiti Sains Malaysia (USM) and its Surrounding Neighbourhood

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<tr>
<th>Region:</th>
<th>Geographical scope:</th>
<th>Implementing Country/Area</th>
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<tbody>
<tr>
<td>RCEs: global project</td>
<td>Local</td>
<td>Penang, Malaysia – USM campus and surrounding neighbourhoods</td>
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<tr>
<td>This example is from</td>
<td></td>
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</table>
### Southeast Asia

<table>
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<tr>
<th>Themes/Sectors</th>
<th>Type of initiative</th>
<th>Lead organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment; Climate change education; Corporate responsibility; Economy; Sustainable production and consumption; Sustainable urbanization; Responsibility in local and global contexts</td>
<td>Awareness-raising, education</td>
<td>RCE Penang, led by Centre for Global Sustainability Studies, Universiti Sains Malaysia Multi-stakeholder partnership (i.e. RCE) led by university</td>
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<table>
<thead>
<tr>
<th>Opportunity: drivers and motivators</th>
<th>Barrier addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision building</td>
<td>Citizens’ limited ability to influence wider systems of society that precondition and determine many patterns of development, consumption and production.</td>
</tr>
</tbody>
</table>

### Objectives

The major objectives of this project are: i) to promote and disseminate sustainable lifestyle from within Universiti Sains Malaysia to the neighbouring communities; ii) to encourage participation from all level of communities in the sustainable agenda; iii) to create an environment that is focused towards sustainable community; and iv) to identify challenges and barriers to implement a comprehensive sustainable lifestyle.

### Activities

Reducing solid waste that goes to the landfill was the main focus of the project to enhance sustainable lifestyle in the campus and neighbouring communities. The activities conducted in this project are divided into three phases. In Phase 1, a situational analysis was conducted to determine existing recycling and composting practices, identification of stakeholders and partners to be involved in this project, and conducting logical framework analysis with the stakeholders to identify strengths, weaknesses, opportunities and threats [SWOT] to implement the activities. The baseline information is important in planning and designing Phase 2 of the project. Phase 2 is the university-community engagement activities, which involves meeting and discussion, logical framework analysis with stakeholders and community outreach. Community outreach activities carried out were the sustainable lifestyle awareness campaigns, knowledge transfer programs and hands-on composting demonstration. Concurrently, the monitoring and evaluation [Phase 3] of the project were also carried out to improve and also to address challenges in implementing the activities.

### Results/Impact

1) Outcomes and achievements of ESD learning
   a. Schools – students’ knowledge on the processes and importance of composting and recycling increased between the series of campaigns
   b. University students – the composting and recycling stations initiated by this project has been recognized and adopted as part of teaching pedagogy by the lecturers
   c. Neighbouring community – recognizing efforts in composting and recycling to enhance sustainable lifestyle
   d. Knowledge transfer from university to the community via informal and non-formal learning
   e. The initiative has initiated a multi-disciplinary approach in ESD with focus on composting and recycling activities

2) Outcomes and achievements in the promotion of sustainable development

Based on the monitoring conducted by the research team, discussion with some partners, and observations, it can be concluded that this initiative has achieved to a certain extent its objective to promote sustainable development with focus on sustainable lifestyle. This is evident as the project is receiving more invitations to conduct talks, exhibition booth and demonstration by the schools and also the residents. In addition, more students are showing interest to organize and manage the composting and recycling stations around the campus. The team is also expanding its networking with other organizations and initiatives in the region. Lastly, this ESD initiative also contributes to strengthen the university-community engagement.
### Partners

Centre for Global Sustainability Studies, Universiti Sains Malaysia (Leader), School of Industrial Technology, Universiti Sains Malaysia, RCE Penang, Penang Municipal Council, Solid Waste and Public Cleaning Management Corporation, Penang, Bukit Jambul Secondary School, Bukit Gambir Secondary School, Datuk Haji Mohd Nor Ahmad Secondary School, Sungai Gelugor Primary School, Minden Heights Primary School, Bukit Gambir Primary School, Residents’ Association of Jalan Akuarium, Penang, Residents’ Association of Taman Tun Saardon, Penang, Residents’ Association of Sungai Gelugor, Penang, Giant Hypermarket, Bayan Baru, Penang, Cincaria Sdn Bhd, Green Crusaders [community-based recycling activists], Consumer Association of Penang, CAP [NGO]

### Contact/Website

Regional Centre of Expertise
c/o Centre for Global Sustainability Studies
Universiti Sains Malaysia, 1 1800 Penang, MALAYSIA
Phone: 604-653 4211, Email: asvirah@usm.my; asvirah@yahoo.com
Respondent: ASYIRAH ABDUL RAHIM

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#### Title: Partnership for Education and Research about Responsible Living (PERL)

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<tr>
<th>Region:</th>
<th>Geographical scope:</th>
<th>Implementing Country/Area</th>
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<th>Themes/Sectors</th>
<th>Type of initiative</th>
<th>Lead organization</th>
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</thead>
<tbody>
<tr>
<td>Education, sustainable lifestyles, responsible living, sustainable consumption and production,</td>
<td>Research and education, social innovation, awareness raising, curriculum development</td>
<td>Hedmark University College</td>
</tr>
</tbody>
</table>

#### Opportunity: drivers and motivators

| Social innovation | Education’s continued replication of rational, linear, and disciplinary thinking as well as its focus on abstract and conceptual knowledge. |

#### Objectives

To deal with the challenges of increased social unrest, life-style related illnesses, environmental degradation and financial instability, PERL aims to help develop value-based, interdisciplinary, holistic and practical education for sustainable living. PERL seeks to further develop the transfer of knowledge to provide adequate, relevant information flow; to strengthen individual awareness and the ability to deal critically with information; to help develop new skills for sustainable living; to stimulate the social learning process and build capacity amongst teachers; to contribute to the public and scientific discourse on responsible living; and to cultivate multi-stakeholder alliances which promote active involvement.

#### Activities

- Addressing the knowledge/action gap, by creating a set of tools for using values-based indicators in schools.
- Stimulating informed choice through international student essay-, video- and photo contests
- Researching sustainable lifestyles and particularly changes in attitudes and behavior;
- Facilitating curriculum development;
- Building capacity in teacher training to deal with education for sustainable lifestyles
- Creating, adapting and distributing active learning toolkits
- Involving youth in roundtable discussions about social responsibility;
- Spreading information on social responsibility via the social media;
- Reporting on innovative initiatives
- Holding and participating in research conferences.

#### Results/Impact

PERL has helped bring to the forefront of policy discussions and academic consultations the importance of education and research for sustainable, responsible consumption by examining not
only macro issues and processes of sustainable development, but also the role of the individual and his/her interaction with society and impact on the environment. This has been done through PERL’s preparation and distribution of materials, case studies and guidelines (translated into several languages) and participation in conferences, meetings and seminars around the globe and, in particular, at national, European Union and United Nations consultations. PERL has assisted a broad range of educators to use new methodologies and materials in assisting learners about responsible living. PERL has produced quality research publications, held seminars and workshops on four continents.

**Partners**

140 universities, research institutes, SMEs, and NGOs in 50 countries in Europe, Africa, Asia and Latin America (for details see website).

**Contact/Website**

www.perlprojects.org

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**Title: The Centre for Environment Education (CEE)**

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<tr>
<th>Region:</th>
<th>Geographical scope:</th>
<th>Implementing Country/Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>National</td>
<td>India</td>
</tr>
</tbody>
</table>

**Themes/Sectors**

- Education for sustainable development,
- Education, partnerships, public awareness campaigns

**Opportunity: drivers and motivators**

- Social innovation

**Barrier addressed**

- Lack of coherent, integrated and participatory governance structures and systems.

**Objectives**

The Centre for Environment Education (CEE) is a national institution engaged in developing programmes and material to increase awareness about the environment and sustainable development.

**Activities**

- Maximising the horizon of EE with state-of-the-art thinking, developments, innovations and perspectives in the areas of Environment and Sustainable Development.
- Adaptability to different geographic, cultural, social and economic contexts.
- Partnerships utilising complementary strengths of other organisations to avoid duplication of effort, and to network effectively for synergistic convergence of ideas and goals. CEE tries to ensure that its programmes do not re-invent the wheel.
- Developing programmes and materials to build on existing opportunities and facilities for EE.
- Encouraging and supporting other agencies in the field of EE and ESD to develop similar materials and programmes based on their specific needs and situations.
- Building synergies between Government, NGOs and CEE for comprehensive impact.
- Identifying key entry points for different thrust areas, and key targets for initiating and consolidating gains, to achieve a multiplier effect.
- Facilitating networks at local, national and regional levels, through a number of tools such as dialogues, directories, newsletters, etc.

**Results/Impact**

The Centre has seven branches throughout India. It has held many courses, teacher training, created learning materials and other resource material, has contributed to curriculum reform and supported the National Green Corps program as well as regional initiatives such as the Green Consumer Day. It has been a significant participant in the ongoing public discourse about sustainable development.

**Partners**

Many (see website)

**Contact/Website**

http://www.ceeindia.org

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**Title: Iniciativa de la Carta de la Tierra (Earth Charter Initiative)**
**Pathways to Sustainable Lifestyles**

**The 10-Year Framework of Programmes on Sustainable Consumption and Production (10YFP)**

**Sustainable Lifestyles and Education Programme**

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**Country/Area**

Global and Latin America

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**Themes/Sectors**

Education for sustainable development

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**Type of initiative**

Promotion of Earth Charter principles and values / education for sustainable living

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**Lead organization**

NGO

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**Region:** Latin America

**Geographical scope:** Global and Regional

**Implementing Country/Area:** Global and Latin America

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**Themes/Sectors:** Education for sustainable development

**Type of initiative:** Promotion of Earth Charter principles and values / education for sustainable living

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**Lead organization:** NGO

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**Opportunity: drivers and motivators**

Vision building

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**Barrier addressed**

Lack of shared understanding and limited or non-existent knowledge.

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**Objectives**

The Earth Charter is a declaration of fundamental ethical principles for building a just, sustainable, and peaceful global society in the 21st century. It seeks to inspire in all people a new sense of global interdependence and shared responsibility for the well-being of the whole human family, the greater community of life, and future generations. It is a vision of hope and a call to action. The Charter is centrally concerned with the transition to sustainable ways of living and sustainable human development. However, the Earth Charter recognizes that the goals of ecological protection, the eradication of poverty, equitable economic development, human rights, democracy, and peace are interdependent and indivisible. It provides, therefore, a new, inclusive, integrated ethical framework to guide the transition to a sustainable future.

The Earth Charter Initiative is a diverse, global movement comprised of organizations and individuals that have embraced the sustainability vision that the Earth Charter articulates and that use it in various ways to guide the transition towards a more just, sustainable, and peaceful world. The Earth Charter project began as a United Nations initiative, but it was carried forward and completed by a global civil society initiative. The Earth Charter is a product of a decade-long, worldwide, cross-cultural dialogue on common goals and shared values.

**Activities**

The Earth Charter initiative develops its activities through its Secretariat and through a network of diverse thematic areas. One of Earth Charter International’s core functions is to support the EC Initiative network. To do so, it:

- Offers multiple platforms to share information among organizations and individuals that are making use of the Earth Charter around the world.
- Helps to connect people and organizations within the Initiative to foster collaboration, partnerships, and goodwill towards achieving the Earth Charter mission.
- Develops resource materials and tools to be shared and advance the mission of the Initiative.

**Results/Impact**

The ECI Secretariat produces a news bulletin that is distributed to its network periodically and is constantly updating the news section of the website. In addition, as part of the information sharing, the ECI Secretariat organizes webinars throughout the year to bring people and organizations in the Initiative together, and manages several Facebook pages in English, Spanish, French, and Portuguese, Twitter accounts in English and Spanish, and a LinkedIn institutional page to support the interaction among those interested in the Earth Charter activities, Education for Sustainable Development, and key efforts related to the sustainability agenda. The ECI Secretariat also maintains a Virtual Library that contains an extensive collection of Earth Charter related publications produced by ECI or by partners from all over the world. Finally, ECI assists its network by sharing stories, best practices, and experiences of the Earth Charter in education, business, and government, among others. These experiences are shared through case studies, news articles, and through video production.

**Partners**

Multi-stakeholder participation, including UNESCO as one of its main partners

**Contact/Website**

http://www.earthcharterinaction.org/contenido/

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**Title:** National Recommendations and Guidelines on Education for Sustainable Consumption
<table>
<thead>
<tr>
<th><strong>Region</strong></th>
<th><strong>Geographical scope</strong></th>
<th><strong>Implementing Country/Area</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Global (with specific example from Indonesia)</td>
<td>National</td>
<td>Indonesia</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Themes/Sectors</strong></th>
<th><strong>Type of initiative</strong></th>
<th><strong>Lead organization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education for Sustainable Consumption</td>
<td>Developing national ESC guidelines for policymakers and educators</td>
<td>UNEP (global lead), Yayasan Pembangunan Berkelanjutan (Indonesian lead)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Opportunity: drivers and motivators</strong></th>
<th><strong>Barrier addressed</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Growing policy mandates for SCP and ESD policies in many countries and strong opportunity for synergizing through practice of ESC. Need for more practical, solution oriented delivery of ESD curriculum.</td>
<td>Lack of ESC implementation and limited understanding of subject; Lack of policy integration between ESD and SCP; Limited expression of practical actions to be taken in other modes of ESD instruction.</td>
</tr>
</tbody>
</table>

**Objectives**

The main objective of this project is to support the mainstreaming of education for sustainable consumption (ESC) and lifestyles in formal education curricula as well as in informal education at national and local levels. Led by UNEP, the project was implemented in three pilot countries from different regions and of different economic development levels, i.e. Chile (Latin America); Indonesia (Asia and the Pacific); and Tanzania (Africa).

**Activities**

The project was conducted in the three pilot countries in four distinct phases:

- **Review and Analysis** of existing national policy frameworks and initiatives relevant to ESC, including sustainable development, sustainable consumption and production (SCP) and education strategies and/or plans, in order to identify and understand what forces and interactions would be the most suitable to advance ESC. The objective of this phase was also to define the best way to support integration of ESC into existing national policy frameworks.

- **Multi-stakeholder national roundtable** discussions with policy-makers and education experts, as well as with other stakeholders, to develop best national approaches and tools for ESC, including the adaptation of UNEP’s *Here and Now! ESC Recommendations and Guidelines* to national contexts, priorities and needs.

- **Development and piloting of ESC guidelines** based on the outcomes of the roundtable discussion and dissemination recommendations on ESC among relevant ministries (e.g. environment, education, consumer affairs), education experts and relevant stakeholders, to support the development of the necessary policy instruments and a related national implementation strategy on ESC. The implementation strategy should consist of a road map defining the necessary steps to cement ESC in curricula and at ground levels (schools, NGOs, etc.), identifying the main actors of ESC implementation, and encouraging training and awareness-raising sessions at the national and local levels.

- **Monitoring and Evaluation** consisting of a survey to be circulated six to twelve months after the finalization of the national guidelines and recommendations to monitor and evaluate progress.

**Results/Impact**

Piloting, publication and dissemination of *Introduction To Education For Sustainable Consumption (ESC) In Indonesia: National Recommendations And Guidelines For Policymakers And Educators* (2014).

**Partners**

International – UNEP, UNESCO, Italian Ministry for the Environment, Land and Sea, PERL, Consumers International, IGES

National – Ministry of National Education and Culture, Ministry of Environment, Detara Foundation, Sampoerna Teachers Institute, Sampoerna School of Education, Yayasan Lembaga Konsumen Indonesia, Yayasan Kail

**Contact/Website**

http://www.unep.org/resourceefficiency/Consumption/EducationLifestylesandYouth/EducationforS...
**Title:** The Story of Stuff Project

**Region:** North America  
**Geographical scope:** National  
**Implementing Country/Area:** United States of America

**Themes/Sectors**  
- Lifecycle perspective; Sustainable lifestyles and consumption; Awareness-raising and education for SCP; Sustainable production and value chains; Media, advertising and marketing; and waste.

**Type of initiative**  
- Information, awareness-raising and education;

**Lead organization**  
- Non-governmental organization; Research centre

**Opportunity: drivers and motivators**  
- Technology development

**Barrier addressed**  
- Lack of coherent, integrated and participatory governance structures and systems.

**Objectives**  
The Story of Stuff Project’s journey began with a 20-minute online movie about the way we make, use and throw away all the Stuff in our lives. The project aims to build a healthier and just planet and society based on better not more, sharing not selfishness, community not division.

**Activities**
- Helping millions around the world understand and talk about the Story of Stuff, through a collaborative pursuit of Solutions with the nearly 500,000 worldwide members of our Community.
- Creation of podcasts featuring interviews with changemakers, entrepreneurs, scientists and regular citizens who are growing solutions in their communities.
- Development of teaching/learning tools for teachers, faith leaders and anyone interested in learning more about how we make, use and throw away Stuff through a diverse set of curricula and resources for all ages.
- In 2014, launch of the first, Community-generated and fuelled campaigns to reduce plastic pollution, grow the sharing economy and end political corruption. In late 2014, Community members will have access to an innovative online Boot Camp aimed at helping them strengthen and flex their citizen muscles.

**Results/Impact**
Some of the project’s results include:
- 45 million online views of their nine animated short movies.
- More than 30,000 downloads of their high-school level curriculum entitled “Buy, Use, Toss?”
- Front-page coverage in leading newspapers such as the New York Times, USA Today and Los Angeles Times.
- The Story of Stuff Community has also supported hundreds of environmental campaigns and projects with their time, energy and money. Most recently, the Story of Stuff Project succeeded in passing a ban on single use plastic shopping bags in our home state of California.

**Partners**
The Story of Stuff Project has diverse advocacy, policy, business and philanthropic partners, mainly in the United States, including Greenpeace, Sierra Club, Corporate Accountability International, Public Citizen, the Global Alliance for Incinerator Alternatives, Campaign for Safe Cosmetics, Electronics TakeBack Coalition and others.

**Contact/Website**
## Indicators for assessment

**Title:** Inequality Adjusted Human Development Index

<table>
<thead>
<tr>
<th>Region:</th>
<th>Geographical scope:</th>
<th>Implementing Country/Area</th>
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<tbody>
<tr>
<td>Global</td>
<td>National/global</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Themes/Sectors</th>
<th>Type of initiative</th>
<th>Lead organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human development, equity</td>
<td>Research, assessment</td>
<td>UNDP (international organization)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunity: drivers and motivators</th>
<th>Barrier addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>New metrics for societal prosperity</td>
<td>Economic and social systems and structures do not offer alternative paths to reach shared solutions.</td>
</tr>
</tbody>
</table>

**Objectives**

The IHDI takes into account not only the average achievements of a country on health, education and income, but also how those achievements are distributed among its population by “discounting” each dimension’s average value according to its level of inequality. The IHDI is distribution-sensitive average level of HD. Two countries with different distributions of achievements can have the same average HDI value. Under perfect equality the IHDI is equal to the HDI, but falls below the HDI when inequality rises. The difference between the IHDI and HDI is the human development cost of inequality, also termed – the loss to human development due to inequality. The IHDI allows a direct link to inequalities in dimensions, it can inform policies towards inequality reduction, and leads to better understanding of inequalities across population and their contribution to the overall human development cost. In 2013, the Coefficient of human inequality was introduced, a new measure of inequality in HDI, calculated as an average inequality across three dimensions.

**Activities**

The IHDI is calculated for 145 countries.

**Results/Impact**

The IHDI has documented that although some countries may have a high HDI rating, there may still be significant inequality within the country. In addition to the creation of the IHDI, a gender inequality index (GII) and a multidimensional poverty index (MPI) have been made providing a more nuanced image of human development.

**Partners**

National governments

**Contact/Website**


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**Title:** Sustainable Consumption and Production (SCP) and Sustainable Development (SD) indicators

<table>
<thead>
<tr>
<th>Title: Sustainable Consumption and Production (SCP) and Sustainable Development (SD) indicators</th>
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</thead>
<tbody>
<tr>
<td><strong>Region:</strong> Global</td>
</tr>
<tr>
<td><strong>Themes/Sectors</strong> Sustainable consumption and sustainable development monitoring, waste</td>
</tr>
<tr>
<td><strong>Opportunity: drivers and motivators</strong> New metrics for societal prosperity</td>
</tr>
</tbody>
</table>
Objectives
Developing quantitative indicators for monitoring progress on SCP in “developed” and “developing” countries. Understanding the concept of “capital stocks”.

Activities
Collection of data on sustainable consumption and production. Development of indicators related to material consumption, energy usage, waste generation and management, and transportation. (OECD) “Green Growth Indicators” 2014.

Results/Impact
Base-line creation for policy making. Comparative analysis between regions and countries. Identification of critical challenges.

Partners
Contact/Website
Indicators of SCP:

Title: WeValue (Values-based indicators)
Region: Europe/global
Geographical scope: Local
Implementing Country/Area: United Kingdom
Themes/Sectors: Values-based indicators
Type of initiative: Community action
Lead organization: University of Brighton

Opportunity: drivers and motivators
New metrics for societal prosperity
Barrier addressed: Citizens’ limited ability to influence wider systems of society that precondition and determine many patterns of development, consumption and production.

Objectives
To stimulate reflection on how we see, understand and value ourselves and the world around us in order to create a just, sustainable, responsible society. Based on the research and implementation of the ESDinds project, WeValue seeks to continue the process of examining the foundation of attitudes and behaviour.

Activities
- Development of sets of indicators and methodology for further development of indicators, of consultation about how these indicators are implemented in the organization or community.
- This project has led to numerous other related projects such as the “Measuring What Matters” project which has created toolkits for using indicators in schools.
- Testing of methodology of values-based indicators

Results/Impact
The emphasis on basic values and how they are implemented in our daily lives has contributed to the growth of a vocabulary, to collective vision and to actions reflecting non-material as well as material goals and ambitions.

Partners
The original ESDinds project was a European funded research project consisting of the Earth Charter Initiative, EBBF, ARG, Charles University in Prague, People’s Theater in Germany. WeValue has many partners (see website)

Contact/Website
www.wevalue.org, www.esdinds.eu