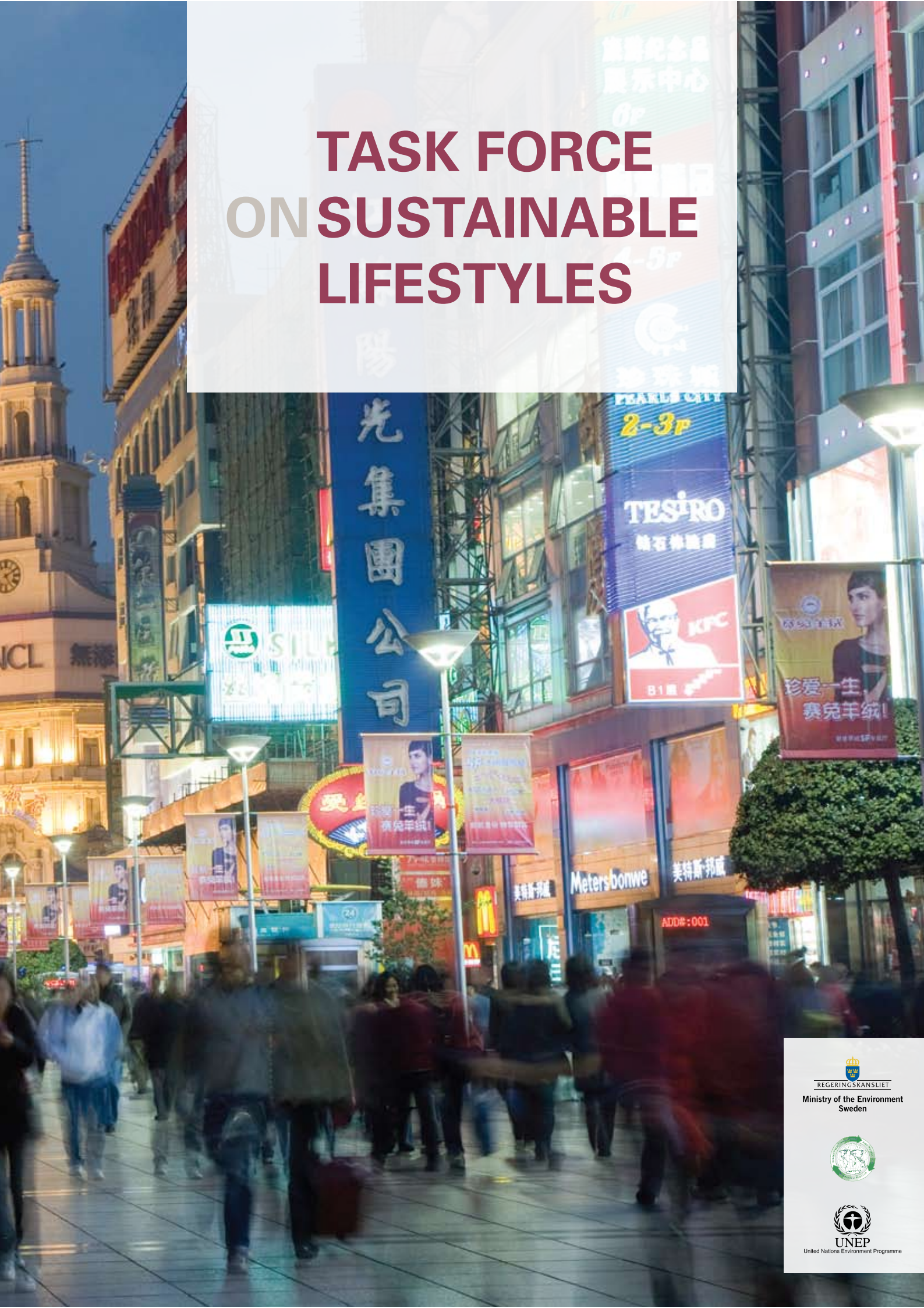


TASK FORCE ON SUSTAINABLE LIFESTYLES







How to use this report

This report is a tool for anyone working on sustainable lifestyles and behavior change. The content comes from the nine Task Force projects and the wider evidence base on sustainable lifestyles. There are three sections to this document:

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Foreword

Our lifestyles define, connect and differentiate us. They are about how we organize and direct our lives and how we interact with one another in the decisions and choices we make. While our lifestyles and consumption choices might fulfil our needs and aspirations; they also have important impacts on our environment and on our interdependent societies and markets. Bringing sustainability to our lifestyles can minimize the use of the Earth's natural resources, reduce energy use and levels of pollution and waste, whilst still meeting basic needs and providing a better quality of life for ourselves and our future generations.

This report presents the projects developed by the Taskforce on Sustainable Lifestyles led by Sweden from 2005 to 2009, as well as its main conclusions and recommendations. This work is part of a global effort to promote Sustainable Consumption and Production (SCP), the so-called Marrakech Process led by the United Nations Environment Programme (UNEP) and the United Nations Department of Economic and Social Affairs (UNDESA), established as a response to the 2002 World Summit on Sustainable Development.

The Taskforce on Sustainable Lifestyles focuses on exploring opportunities for the development of practices and choices that enable individuals to meet their needs and aspirations with a sense of responsibility towards the present and future generations, taking into account their environmental

and social impacts. The results of the Taskforce's work demonstrate that 'sustainable lifestyles' is not a niche concept, discussed by a minority of people in specialized fields. It is something that people from around the world are considering and it is increasingly becoming part of mainstream thinking. From celebrities in the Philippines to South American nuns, German businesses and Brazilian favelas, every sector of society can be involved in developing sustainable lifestyles. It is inspiring to see how sustainability is increasingly being associated with innovative solutions to local challenges.

The challenge of development and poverty alleviation is the key area for future work. Therefore 'sustainable lifestyles' should not be misunderstood as a rich nation choice. The desire to enjoy western living standards is profound also in developing countries. However, developing countries also have sustainable solutions to offer. Therefore, a better understanding of sustainable lifestyles, as well as more innovation in the design for sustainable solutions in different parts of the world, are crucial to achieve sustainability.

Sustainable lifestyles require a strong shift in behaviors and collaboration between individuals and communities. They also involve the development of alternative infrastructures, concrete workable solutions respectful of socio-cultural realities, and efficient messages to support them.

While some work is underway, much more is needed. Networks between innovative groups of people in different places and countries must be encouraged.



SCOTT WALLACE / WORLD BANK

More cooperation and action is needed to demonstrate the benefits of sustainable lifestyles, explore new perspectives and development paths, motivate policy-makers, civil society organizations, scientists, the business sector and individuals to take part.

Ms Elisabet Falemo
State Secretary
Swedish Ministry of the Environment

MY GRANDPARENTS' LIFE WHEN THEY WERE YOUNG WAS BETTER THAN MY LIFE IN TERMS OF GETTING GOOD NUTRITION AND BREATHING PURE AIR, BUT MY EDUCATION IS BETTER
Ethiopia, GSSL 2010

WHY IMPORT VEGETABLES AND FRUIT WHEN WE GROW IT IN THE COUNTRY? APPLES FROM JAPAN INSTEAD OF FROM SWEDEN DURING AUTUMN IS CRAZY!!!
Sweden, GSSL 2010

MY WORST FUTURE WOULD BE A LOSS OF AGENCY OR PURPOSE. I WOULD BE ALONE, SECLUDED FROM OTHER PEOPLE. I WOULD HAVE A JOB THAT DOESN'T SATISFY ME, AND FEEL LIKE I WASN'T LIVING UP TO MY POTENTIAL. I WOULD BE CONSTANTLY WORRIED ABOUT HOW I AFFECT THE WORLD AROUND ME, BUT UNABLE TO DO ANYTHING ABOUT IT
New Zealand, GSSL 2010

THE LOCAL GROCER IS GOOD BECAUSE I GET A 'HEY BUDDY' AND THEY KNOW ME AND I KNOW THEM AND IT'S NICE
Australia, GSSL 2010

These quotes are taken from the Global Survey on Sustainable Lifestyles. The Global Survey asked young adults (18-35 years old) from 20 countries, living in urban areas, to examine their current lifestyles. It provides feedback on perceptions and reactions to visions of sustainable lifestyles.



**PEOPLE DON'T WANT
TO HEAR THAT "WE HAVE
A CLIMATE CHANGE
PROBLEM" THEY WANT
TO HEAR WAYS TO HELP
FIX IT** AUSTRALIA, GSSL 2010



Our Sustainable Lifestyles Manifesto

This Manifesto sets out the top-line recommendations from the Task Force to deliver more sustainable lifestyles. It is based on the lessons we've learned from our experience so far and demonstrates how we are looking forward to a better, more sustainable future.

- 1. Enthuse and inspire.** Convey what sustainable lifestyles are about and how great it is to live them. The changes don't require drastic personal sacrifices or huge expense, nor do they hinder individual freedoms or compromise national development. They create healthier, better connected, more stable communities and environments. It has got to be a positive message. It has got to be about what we gain, not what we give up.
- 2. Create support structures.** Behavior change is only effective if people are provided with the means through which they can make sustainable choices. This could be in the form of innovative products and services or infrastructure improvements, such as cycle lanes, educating people on sustainability, or an online network to share experiences. Enabling change is just as important as encouraging it.
- 3. Celebrate success.** All over the world amazing work is happening to help us live more sustainable lives. So much is already happening and it deserves celebrating. Rejoicing in the successes will encourage other individuals and communities to get involved. There is still so much more that remains to be done by individuals, communities and business.
- 4. Focus your efforts.** The work done by the Task Force over the last four years has covered a wide range of areas. With a solid foundation of understanding, focused work is needed to create much needed lifestyle changes.
- 5. Form partnerships.** People are diverse and complicated, lifestyles even more so. It takes a lot of time and effort to build the required relationships and expertise to make sustainable lifestyles happen. Connecting people and organizations, each with different expertise, skills and relationships, can deliver results far above the sum of their parts.

The global challenge

Today we have a choice. To create places, policies and practices that improve the quality of life for all. To encourage interactions and conversations that educate and enrich lives. And we can do all this in a way that meets the global challenges of climate change, biodiversity loss, and the recent financial crisis, all of which increase social tensions and resource shortages. We can work towards encouraging and creating sustainable lifestyles. Or we can continue on with business as usual, and all that will bring.

We only have one planet Earth. 6.5 billion people live on it. Every single one of them using the Earth's resources. Our lifestyles have evolved over time to a point where, collectively, we are living beyond our means. We are using resources 30% faster than our one planet can cope with.¹ If we carry on at this rate, by 2050, we will need two planets to maintain us. The problem is we don't have two planets. We only have one.

It is clear that all lifestyles are not equal. Some live luxurious, rich, plentiful lives. Others are struggling to provide the basic human needs of food, heat, shelter and safety for themselves and their families. Such inequality causes social problems, like conflict, crime, health, and unhappiness. It must therefore be recognized that it is not only finite resources that are a sustainability challenge, but social issues too.

In the long term, the problems of lifestyle inequality threaten us all. But right now it is the people least able to cope – the world's poorest – who suffer the most.²

We are largely aware of the risks, inequities and strains on and within our environment, yet we often do very little to avoid them. Information and awareness do not necessarily lead to action.

There are numerous barriers for individual and collective action: from the tangible, including restrictive infrastructure, uncoordinated policies and lack of financial capital. To the intangible, for instance the consumerist culture that drives people's desire for high-impact status symbols like expensive cars.

The Task Force on Sustainable Lifestyles has sought to remove these barriers, helping people to achieve more sustainable lifestyles in their roles as parents, pupils, teachers, politicians, entrepreneurs or employees.

¹ WWF (2008) Living Planet Report.

² United Nations Development Programme (2007) Human Development Report 2007/2008, Fighting climate change: human solidarity in a divided world.

³ Assadourian, Erik (2010) "The Rise and Fall of Consumer Cultures", in 2010 State of the World. Transforming Cultures. From Consumerism to Sustainability. Worldwatch Institute p.4.

⁴ Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat (2008) World Population Prospects.

⁵ WWF (2006) Living Planet Report.

⁶ UN (2006) The 2nd UN World Water Development Report: 'Water, a shared responsibility'. Paris, UNESCO: 601.

⁷ EEA (2005) Household consumption and the environment. Copenhagen, European Environmental Agency: 72.

⁸ WBCSD (2008) Sustainable Consumption Facts and Trends: From a business perspective.

⁹ Worldwatch Institute (2004) State of the World.

¹⁰ EEA (2005) Household consumption and the environment. Copenhagen, European Environmental Agency: 72.

¹¹ UN (2006) The 2nd UN World Water Development Report: 'Water, a shared responsibility'. Paris, UNESCO: 601.

+34%



NOW

2050

The expected growth in world population between now and 2050⁴

BETWEEN 1950 AND 2005



metals production grew 6-fold



oil consumption 8-fold



& natural gas consumption 14-fold

In total

60 BILLION TONS

of resources are now extracted annually – about 50 percent more than just 30 years ago³

5



The number of earths that would be required were everyone to adopt the consumption patterns and lifestyles of the average citizen in North America⁵

-25%




The reduction in the amount the average African household consumes over the last 25 years⁶



1.7 BILLION

The global consumer class,
nearly half come from developing
economies ⁷



-60%

The proportion of the Earth's
ecosystems services that have been
degraded in the past 50 years ⁸

2.5

The number of times that global
food consumption and production
increased in just 40 years ¹⁰

4

The number of times that global
expenditure on goods and services
has increased since 1960 ⁹

25%



The percentage of the 4 billion
people in the global south that
do not have adequate housing ¹¹



Why focus on lifestyles?

Our lifestyle choices play a key role in climate change, biodiversity loss and inequality. The costs of inaction are staggering.

Tim Jackson, a member of the UK's Sustainable Development Commission, suggests why lifestyles have been largely ignored: "The area of lifestyle choice has often been regarded as too subjective, too ideological, too value laden, or simply too intractable to be amenable to policy intervention."

The Task Force on Sustainable Lifestyles seeks to harness the power of social movement including consumer demand, mass participation and global connection. We are beginning to see growing demand for policy tools to help us move towards more sustainable development, but it's only just starting. If we create a thirst for sustainable lifestyles, then policy will be shaped quickly to meet it.

20%
OF GLOBAL GDP

The potential cost of climate change if we don't invest to tackle it ¹²

14
TRILLION

The 2050 cost (in Euros) of continuing loss of biological diversity ¹³

¹² Stern N (2006) *The Stern Review on The Economics of Climate Change*

¹³ European Commission (2009) *Cost of policy inaction-COPI: The case of not meeting the 2010 biodiversity target.*



GENNADIY RATUSHENKO / WORLD BANK

What is a sustainable lifestyle?

Lifestyles are part of our identity; people express their social position, political preferences and psychological aspirations to others through them. Lifestyles define and differentiate us. They are the way we live our lives.

Lifestyles are shaped by a whole host of factors. Their roots are in culture, politics, economics and social norms. For sustainable lifestyles to enter our cultures and societies, to become part of our everyday life, they must be developed at all levels. They need to be enabled and encouraged by the social and technical systems and institutions that surround us. People will only swap their car for public transport if there's an efficient and cost-effective public transport system.

But, social interactions also encourage sustainable living. These interactions are called 'social capital' and have as much influence on a society's productivity as 'physical capital' (the tools that help you do a job) and 'human capital' (a person's skills and ability).

For the Taskforce, sustainable lifestyles means rethinking our ways of living, how we buy and how we organize our everyday life. It is also about altering how we socialize, exchange, share, educate and build identities. It means transforming our societies and living in harmony with our natural environment.

As citizens, at home and at work, many of our choices – on energy use, transport, food, waste, communication

and solidarity – contribute towards building sustainable lifestyles. Every sector of society has something to contribute.

This definition of sustainable lifestyles is not fixed. The economic and environmental challenges facing the world lead to debate about the best way forward. Beyond environmental and development policy, adoption of sustainable approaches by business leaders and entrepreneurs constantly alters the way in which sustainable lifestyles are expressed. It is important that these changes are encouraged and listened to.

SUSTAINABLE LIFESTYLES MEANS BEING AWARE OF YOUR SURROUNDINGS. AWARE OF THE CONSEQUENCES OF THE CHOICES MADE AND THEREFORE MAKE THE CHOICES THAT DO THE LEAST HARM. IT INVOLVES MORE THAN JUST CARE FOR THE ENVIRONMENT – IT ALSO INVOLVES THINKING ABOUT PEOPLE AND COMMUNITY. IT INVOLVES THINKING ABOUT HEALTH AND WELL-BEING, EDUCATIONAL DEVELOPMENT, RATHER THAN JUST MONEY AND POSSESSIONS

United Kingdom, GSSL 2010



The importance of consumption

“Consumption clearly contributes to human development when it enlarges the capacities and enriches the lives of people without adversely affecting the wellbeing of others. It clearly contributes when it is as fair to the future generations as 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.”¹⁴

The impact of our lifestyles is a result of the resources we consume. Consumption of products and services is necessary, and in many places desirable. It is however, the belief that we can consume without boundaries and so inequitably that has created our global and local environmental and social challenges.

LIVING SUSTAINABLY DOESN'T MEAN YOU NEED TO CHANGE YOUR EVERYDAY LIFE. TO ME, CONSERVING AND LOWERING CONSUMPTION IS SO IMPORTANT. SIMPLY TAKING A LOOK AT WHAT YOU'RE OVERUSING, AND REDUCING THAT TO THE NECESSARY CONSUMPTION CAN REDUCE WASTE AND EXPLOITATION
Canada, GSSL 2010

Economists and standard economic theory tend to view the consumption behavior of households as a measure of well-being and wealth. This is too simplistic; it ignores an individual's emotions, aspirations, health and happiness.

It is upon this simplistic view, however, that we have built our economies and societies. The measure of GDP has been used as a measure for progress. Research now shows that increasing GDP does not deliver happier and more satisfied lifestyles.¹⁵ So surely it is not, in actual fact, progress.

There is a positive correlation between wealth and happiness, but only up to a point. According to the New Economics Foundation's 2009 Happy Planet Index, the UK ranks as only the 108th happiest country, Sweden the 119th and the US the 150th happiest. Unexpectedly perhaps, Costa Rica, Vietnam and the Philippines are amongst the 20 happiest countries in the world.

There have been many studies looking at what makes people happy. From his studies Manfred Max-Neef developed a matrix to map out the components of human happiness.¹⁶ It identifies nine fundamental human needs, each with four dimensions. These range from the physical and material (the state of our local environment, sufficient food, clothing and shelter etc.) through to the social and psychological (including strength of relationships, depth of social interactions, level of education, sense of control over our lives etc.). One way of approaching this complexity is to consider the distinction between 'having' e.g. having enough



food to satisfy hunger, and ‘being’ e.g. being part of a community to satisfy our need to participate.

Clearly, recognising this complexity is the first step towards developing more sustainable lifestyles. We need to look beyond economics when considering policy, infrastructure, services and products. In order to capture every element of sustainable lifestyles we need to involve people from a variety of professions, cultures, and expertise.

Understanding this complexity, why we consume and what influences, constrains and motivates our behavior will help identify what needs to change to increase the adoption of more sustainable lifestyles.

IN THE FUTURE, I WILL BE DRIVING AN ENVIRONMENTALLY FRIENDLY CAR, I WILL HAVE A HOUSE WITH SOLAR PANELS AND WILL BE RECYCLING MY DAILY WASTE. I WILL LEAD A VERY HEALTHY LIFESTYLE WHEREBY I WILL EAT LOTS OF FRUIT AND VEGETABLES AND EXERCISE FREQUENTLY. I WILL ALSO BE INVOLVED IN CHARITY WORK TO HELP LESS FORTUNATE PEOPLE

South Africa, GSSL 2010

I WISH I COULD UNPLUG AND BE GREEN, SUSTAIN MY LIFE WITH LOW COST, FREE SOLAR AND WIND POWER, LOCAL PRODUCE...

Lebanon, GSSL 2010

I THINK WE’RE IN A TRANSITION PERIOD. PEOPLE ARE FINALLY AWARE THAT THEY CAN AND MUST CHANGE THINGS FROM DAY TO DAY AND THAT HAS A GLOBAL IMPACT... IF THEY DON’T CHANGE WE’LL CONTINUE TO WALK TOWARDS A SLOWDOWN OF THE PLANET

Portugal, GSSL 2010

I DISLIKE THAT I USE MY COMPUTER SO MUCH. I’M MUCH MORE COMFORTABLE TALKING TO OTHER PEOPLE IN PERSON

Canada, GSSL 2010

¹⁴ UNDP (1998), *Human Development Index*, Oxford University Press, Oxford.

¹⁵ New Economics Foundation’s (2009) *Happy Planet Index*; Tim Jackson (2009) *Prosperity without Growth*; Worldwatch Institute (2010), *State of the World Report*; Joseph Stiglitz (2009) *Report Commission on the Measurement of Economic Performance and Social Progress*.

¹⁶ Manfred A. Max-Neef with Antonio Elizalde, Martin Hopenhayn. (1991). *Human scale development: conception, application and further reflections*. New York: Apex. Chpt. 2. “Development and Human Needs”, p. 18.



The importance of production

The impact of the goods we consume is best viewed through a lifecycle lens.

Every stage of a product's life has an environmental impact - from the extraction of raw materials to the manufacturing, transportation, eventual consumption and disposal. Sustainable production seeks to minimize the environmental impact at all times - from reducing the water use in production to designing a product for responsible disposal at the end of its life.

Companies must analyze the lifecycle of each product. Governments can encourage them to do this through various policy instruments. The European Community's Waste Electrical and Electronic Equipment Directive forces producers to consider disposal in the design and manufacture of their products. This policy has cut the use of hazardous substances in electrical and electronic equipment, and encouraged companies to offer services for the collection and disposal of their products.

Lifecycle considerations also save businesses money. Those that consider every stage of the product's lifecycle, from the beginning to end, can design their value chains with savings in mind: cutting waste, maximizing efficiency and capturing more value.

Gains are being made in production. Goods are being produced more efficiently with less pollution.

However, these gains are being offset by consumption patterns. The adoption of the excessive elements of Western consumption can be seen as hindering the adoption of sustainable lifestyles.¹⁷ Meanwhile, there is undoubtedly a lot more that could be done to make production more sustainable.

In order to achieve sustainable development we need to work towards both sustainable consumption and production patterns.

In the sphere of production this can largely be done through market based incentives. These may be initiated by government policy (for example, tax incentives for sustainable production) or consumer demand. In order to alter consumption patterns, behavior change is also necessary.

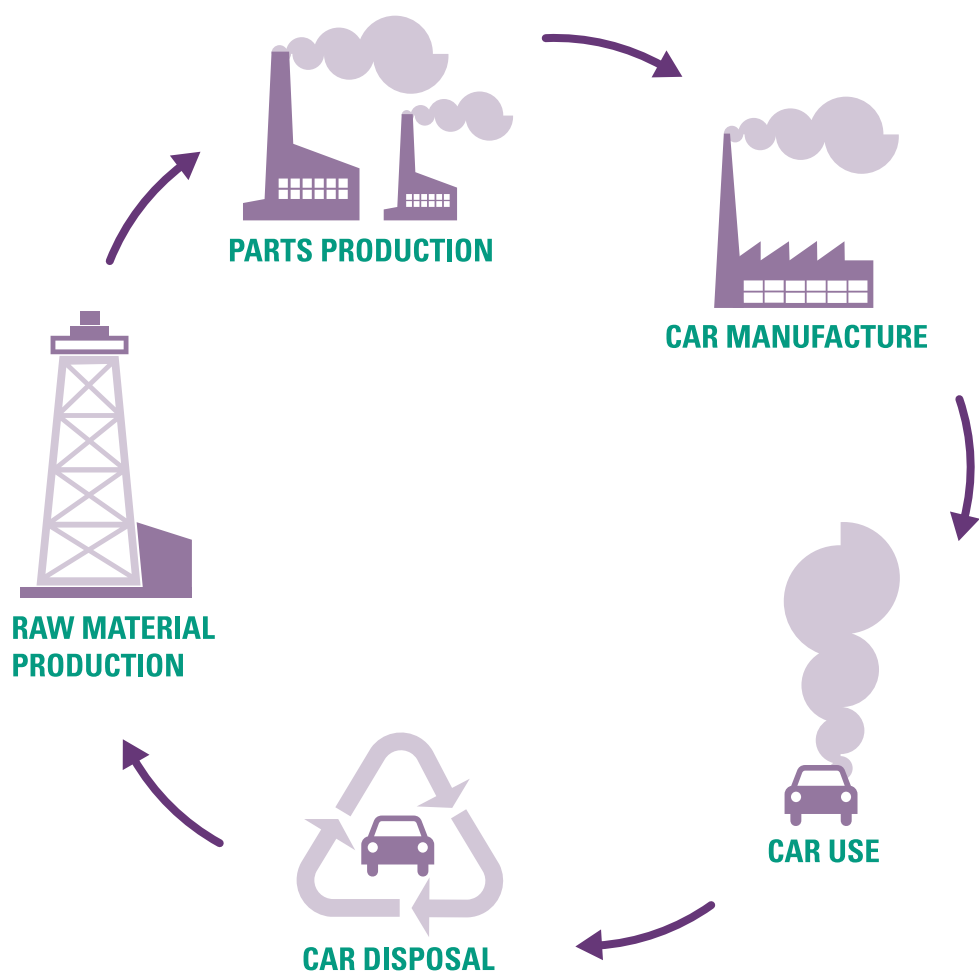
Governments have a key role to play, by creating the appropriate frameworks and infrastructures (regulatory instruments, technological innovations, new public services) to enable citizens to change. The business sector can develop innovative solutions for sustainable lifestyles. Information and education are essential, along with the full participation of civil society.

¹⁷ United Nations Environment Programme (2002) *Sustainable Consumption, A Global Status Report*.



DOMINIC SANSONI / WORLD BANK

Product lifecycle of a car





The Task Force on Sustainable Lifestyles

The Task Force on Sustainable Lifestyles was set up in 2005 by the Swedish Ministry of the Environment, as part of the Marrakech Process, with valuable support from UNEP's Division of Technology, Industry and Economics.

The role of the Task Force is to engage, exemplify, enable and encourage people, civil society organizations and governments to further sustainable lifestyles. This was done by gathering best practice examples from developed and developing countries from ongoing work around the world and by supporting new projects to fill gaps in knowledge. The lessons learned can be applied to other countries and cultures. These lessons, along with new areas for further work, are the Task Force's contribution to the 10 Year Framework of Programmes on Sustainable Consumption and Production.

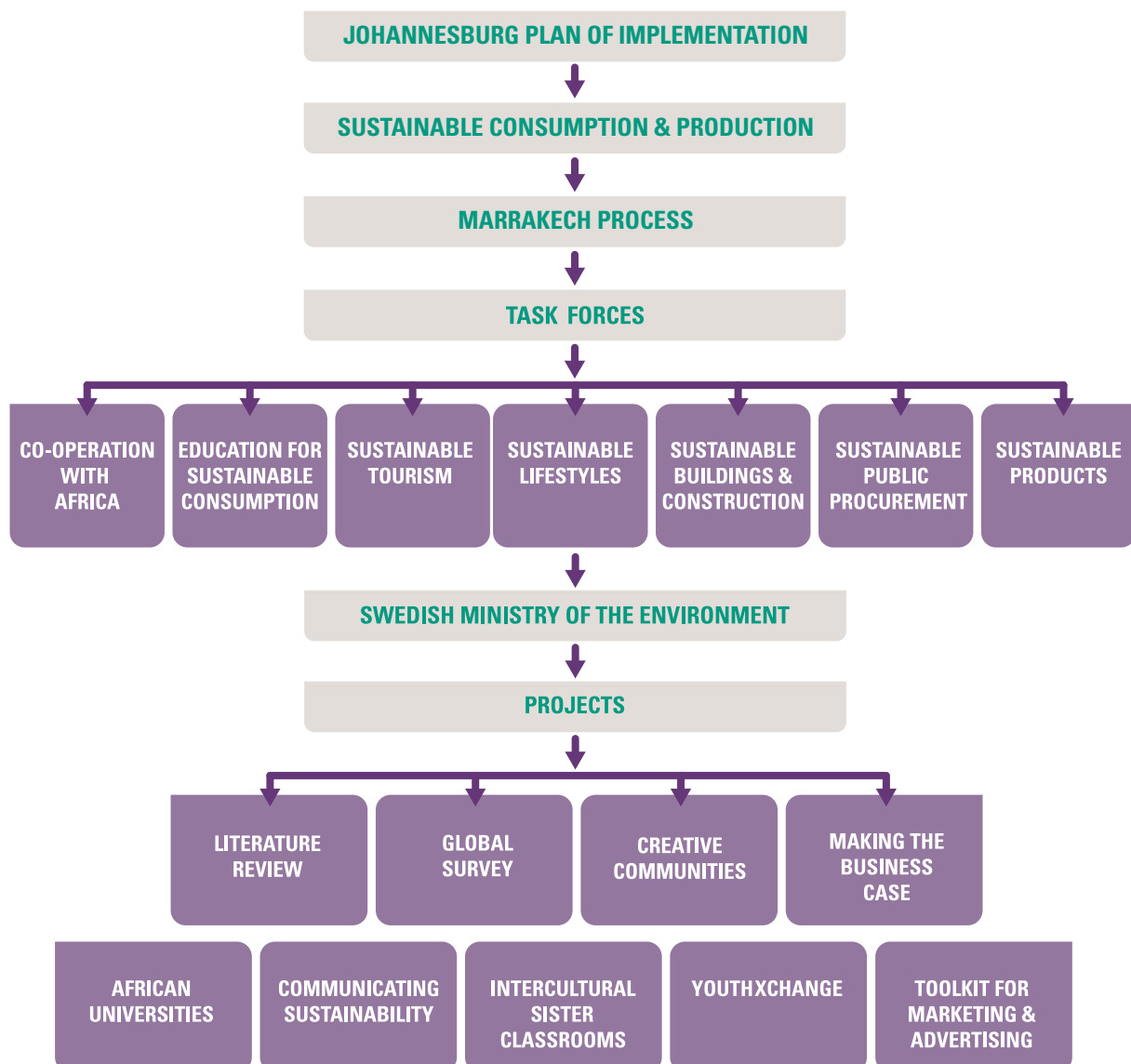
This report details the lessons learnt and best practice from the Task Force's work, the difficulties that were encountered and the opportunities that have been uncovered. The methodology for the evaluation can be found at the end of the report.

Part of a bigger whole

In 2002, participants at the World Summit on Sustainable Development called for the international community to accelerate the shift towards sustainable consumption and production (SCP). The Johannesburg Plan of Implementation that came out of the Summit encourages and promotes the development of a 10 Year Framework of Programmes (10YFP) to support regional and national initiatives to accelerate this shift.

A range of stakeholders gathered in Marrakech in 2003 to generate support for SCP and the development of the 10YFP. They launched the Marrakech Process which set off a series of consultations, forums, dialogues, partnership projects and Task Forces.

Since 2005, seven international Task Forces have been launched on specific SCP themes in order to encourage action, support SCP implementation and provide inputs into the 10YFP. One of these is the international Marrakech Task Force on Sustainable Lifestyles, led by the Swedish Ministry of the Environment.



The Task Force's work in brief

The nine Marrakech Task Force projects cover activities in 43 countries across every region of the world. They have produced materials in 11 different languages, adapted to local cultures and conditions.

Sustainable lifestyles cannot be achieved by short-term and voluntary initiatives alone. Powerful policy tools are required. For governments to implement these, evidence is needed. The nine Task Force projects provide this evidence base.

The projects have tested ideas and collected stories from across the world on sustainable living. From delivering training sessions in African universities to running youth engagement projects in the Philippines, all the projects have contributed to a greater understanding of what sustainable lifestyles are and how they can be created.

The Task Force has asked, and tried to answer, some difficult questions:

- How can a social movement towards sustainable lifestyles be stimulated through top down and bottom up approaches?
- How can awareness and social involvement be stimulated at local levels?
- How can the media and ICT be useful tools?
- How does recognizing a person's many roles - parent, community member, consumer etc - help in achieving sustainability?
- What is the best way to educate people about the impact of their lifestyle and to encourage more sustainable behaviors?

Despite the Task Force ending, many of the projects will continue under the newly established Partnership for Education and Research about Responsible Living (PERL).

The findings to date have been fed into the ten-year framework of programs to take the next leap forward in the Marrakech Process.







The Task Force projects

The table summarizes the nine Task Force projects, showing which give the best examples in three key areas. Use it to navigate through the report and find the projects most applicable to your interests.

PROJECT	SUMMARY
Smart Start Up: Introducing sustainable lifestyles and sustainable entrepreneurship into African universities and colleges	An education program run by universities in Egypt, Kenya, Tanzania, Mozambique and Mauritius that combines sustainable lifestyle education with business development skills.
Communicating Sustainability: How to produce effective public campaigns	This guide is for national and local governments to produce effective public communications campaigns to accompany policy initiatives.
Creative Communities for Sustainable Lifestyles	The project collected inspiring cases in India, China, Brazil and South Africa, where people are coming together and forming 'creative communities' to solve everyday problems.
Global Survey on Sustainable Lifestyles	The survey presented scenarios of sustainable lifestyles and gathered responses from young people in 20 countries.
Intercultural Sister Classrooms	Teaching methods were tested in schools in the USA, Mexico, Costa Rica and Brazil combining life-cycle analysis with global citizenship.
Literature Review on Sustainable Lifestyles and Recommendations for Further Research	A literature review covering the broad area of sustainable lifestyles has identified research gaps and provided further recommendations.
Making the Business Case for Sustainable Lifestyles	This series of seven guidebooks covers the business opportunities and new business models that are required for businesses to meet the challenge of encouraging more sustainable lifestyles.
Toolkit for Advertizing and Marketing Courses	The toolkit is for professors and students and is aimed at changing the courses being taught to better educate new communications professionals.
YouthXchange	A youth engagement project across 22 countries in Latin America, West Asia and the Philippines. The YouthXchange materials have been adapted using local languages, images and examples.



JOE M 500 / FLICKR

USEFUL FOR	MAKING THE CASE FOR SUSTAINABLE LIFESTYLES	ENGAGING PEOPLE ON SUSTAINABLE LIFESTYLES	PROJECT AND PARTNERSHIP MANAGEMENT	PAGE
<ul style="list-style-type: none"> • Educators • Students • Young entrepreneurs 				40 - 41
<ul style="list-style-type: none"> • National and local government • Communicators 				46 - 47
<ul style="list-style-type: none"> • Designers • Civil society • Local government 				32 - 33
<ul style="list-style-type: none"> • Policy makers • Business sector • Communicators • Researchers / Experts • NGOs 				28 - 29
<ul style="list-style-type: none"> • Educators • Students 				50 - 51
<ul style="list-style-type: none"> • Experts • NGOs • Policy makers 				24 - 25
<ul style="list-style-type: none"> • Business 				36 - 37
<ul style="list-style-type: none"> • Business • Communicators • Students • Teachers • Universities / higher education institutions 				62 - 63
<ul style="list-style-type: none"> • Youth workers • Local government • NGOs • Educators • Students 				56 - 57





Making the case for Sustainable Lifestyles

If we want to create more sustainable lifestyles we need to understand what they are, what they mean to people and find real-life examples to support the case being made. An introduction to sustainable lifestyles has already been given. This section directs you towards the resources, produced by the Task Force projects, to support the case for sustainable lifestyles. The section covers:

Understanding sustainable lifestyles:

The Task Force's Literature Review on Sustainable Lifestyles helps to clarify the concept and directs you to more resources.

People's attitudes towards sustainable lifestyles:

The Global Survey on Sustainable Lifestyles provides unrivalled insights into people's values and aspirations for a more sustainable future.

Social innovation for sustainable lifestyles:

Many of the Task Force projects uncovered projects from across the globe that are expanding social innovation for sustainable lifestyles.

Making the business case for sustainable lifestyles:

Involving the business sector is vital to creating a more sustainable world. This section lays out the business case and directs the reader to Task Force projects that have engaged a range of industries.



Understanding sustainable lifestyles

“Sustainable lifestyles” is an amorphous concept. An individual’s lifestyle encompasses everything they do from the moment they wake up to the moment they go to sleep (and even while they are asleep!).

To create sustainable lifestyles we must first understand what they are. The Stockholm Environment Institute’s Literature review on sustainable lifestyles and recommendations for further research sought to do just that. The project looked at existing understandings of sustainable lifestyles in academia and identified gaps in knowledge along with areas for further research.

The review took a broad view of sustainable lifestyles, looking at everything from accounting methods, ethics, behavioral and economic mechanisms for change. Before starting a sustainable lifestyles project it is worth reading the review, available on the following website: http://sei-international.org/mediamanager/documents/Publications/Future/sei_sustainable_lifestyles_evidence_report.pdf

Education

Education is a major part of the Task Force on Sustainable Lifestyles. It plays a key role in the Marrakech Process and will be central to the 10YFP. Having an understanding of the way we impact the world around us will help people make better personal and professional decisions. *Education for Sustainable Consumption* is another Task Force

of the Marrakech Process, led by Italy. Because so much of it overlaps with sustainable lifestyles the two Task Forces have worked closely together.

What is Education for Sustainable Consumption (ESC)?

ESC aims to provide knowledge and skills that enable individuals and groups to become actors of change striving towards more sustainable consumption. 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.¹⁸

Creating sustainable lifestyles will not be possible without the participation of future business leaders and entrepreneurs. As a result, a number of Task Forces on Sustainable Lifestyles’ projects concentrated on education for sustainable consumption and production aimed at these key audiences:

- *The Toolkit for Advertizing and Marketing:* The toolkit, developed by UNEP DTIE in close cooperation with UNESCO and the International Association of Universities, is a flexible, interactive resource for educators training future marketing, advertizing and communications professionals. UNEP wanted to change established practices in the advertizing and marketing sectors by highlighting best practice and inspiring young students and professionals to combine sustainability and communications to deliver positive change. The toolkit is being used by some business schools and universities to improve or design new courses.



- *Smart Start Up: Introducing sustainable lifestyle and sustainable entrepreneurship into African universities:* This project, run by the UNEP/ Wuppertal Institute Collaborating Centre on Sustainable Consumption and Production (CSCP), combines sustainable lifestyle education with business development skills to promote successful, sustainable, entrepreneurship. Universities in Egypt, Kenya, Tanzania, Mozambique and Mauritius are provided with materials to motivate the next generation of African sustainable lifestyle entrepreneurs.

Engaging people early in their lives through education makes a lasting impression. It is a crucial step to building a more sustainable future led by a new global generation of responsible individuals.

RESOLVE

Started in 2007, RESOLVE is an exciting collaboration, run by Professor Tim Jackson¹⁹, involving four internationally acclaimed departments: the Centre for Environmental Strategy, the Surrey Energy Economics Centre, the Environmental Psychology Research Group and the Department of Sociology at the University of Surrey (United Kingdom).

Funded by the Economic and Social Research Council as part of the research council's energy program, RESOLVE aims to unravel the complex links between lifestyles, values and the environment. The overall aim of RESOLVE is to develop a robust understanding of the links between lifestyle, societal values and environment. In particular, RESOLVE will work to provide robust, evidence-based advice to policy-makers in the UK and elsewhere who are seeking to understand and influence the behaviors and practices of energy consumers.

¹⁸ *ABC for SCP*, UNEP publication, forthcoming (2010); *Here and Now! Education for Sustainable Consumption. Recommendations and Guidelines*, UNEP/Marrakech Task Force on Education for Sustainable Consumption led by Italy, forthcoming (2010).

¹⁹ Tim Jackson is globally recognized for his work on sustainable lifestyles. He is Professor of Sustainable Development at the University of Surrey and Director of RESOLVE whilst also sitting on the UK's Sustainable Development Commission. In 2009 he published the book, *Prosperity Without Growth*.

Project Case Study

Literature Review on Sustainable Lifestyles

Lead organization: Stockholm Environment Institute

Country/region: Global (limited to English-speaking audiences)

Website: http://sei-international.org/mediamanager/documents/Publications/Future/sei_sustainable_lifestyles_evidence_report.pdf

Summary

The project produced a report that pulls together evidence surrounding sustainable lifestyles, including the tools and methods available to tackle the issue, understanding why we behave the way we do and looking at the issues surrounding production and products. The report is intended to give a concise insight into the research relating to sustainable lifestyles and to identify key evidence gaps and recommendations for future research.

Useful for

- Policy makers, experts and NGOs seeking more information on sustainable lifestyles

Objectives

- To define sustainable lifestyles and identify the key evidence gaps and recommendations for future research to enable sustainable lifestyles

The story

The review was written and produced by Kate Scott of the Stockholm Environment Institute. In addition, a small team within SEI (consisting of a program leader, two senior researchers, and a research associate) was established to provide project direction, peer review and quality control.

The review examines the current literature on sustainable lifestyles, covering a comprehensive range of social, economic and environmental aspects relating to the field. It begins with varying definitions of 'sustainable lifestyles' and 'sustainable consumption' and continues to address the following five areas of research:

- How can accounting methods help us understand sustainable lifestyles?
- Defining an acceptable standard of living for everyone within the Earth's carrying capacity
- Attitudes and behaviors
- What is being done to encourage changes in behavior?
- What can we expect from the production side of sustainable consumption and production?

It concludes with practical insights into the issues related to the production and consumption of products and sustainable lifestyles, gaps in the evidence, and recommendations for future research.

Outcomes & lessons learnt

The review concludes with practical insights into the issues related to sustainable production and consumption, providing an overview of key evidence, current gaps and recommendations for future research.

- *Data availability:* A lifestyles perspective requires a consumption-based accounting approach which assigns the impact embedded in traded products



DOMINIC SANSONI / WORLD BANK, ALAN GIGNOUX / WORLD BANK

to the country of consumption. This needs further data and methodological developments.

- *Global climate change agreement:* Climate change necessitates a global effort to reduce emissions of GHGs, the absence of an agreement is a major barrier to cutting emissions
- *Emissions reduction roadmap:* Currently there is no clear roadmap and accounting framework that shows how to deliver substantial emissions reductions
- *Research consumer demand:* There is insufficient research aimed at reducing consumer demand. Ways need to be found to decouple environmental impacts from economic growth

Looking forward

The report contained a number of recommendations for further research which need to be pursued.



People's attitudes towards sustainable lifestyles

Through the Global Survey on Sustainable Lifestyles, the Task Force conducted one of the largest surveys ever run on people's attitudes to sustainable lifestyles. The project tested a series of future scenarios to see what people found most attractive. The respondents also shared what they know about sustainability, design and their aspirations for the future.

By understanding what people care about and consider important, policy makers and program managers will be able to design popular responses to the challenge of sustainability.

UNDERSTANDING (MAINSTREAM) CONSUMER BEHAVIOR IS A PRE-REQUISITE FOR UNDERSTANDING HOW TO MOTIVATE OR ENCOURAGE PRO-ENVIRONMENTAL BEHAVIOR
Tim Jackson, 2005 ²⁰

²⁰ Jackson T (2005) *Motivating sustainable consumption: a review of evidence on consumer behavioral change, a report to the Sustainable Development Research Network*. P 9.

The survey has four key findings:

People are most concerned about poverty and the environment

Poverty and environmental challenges are identified as the most important global priorities among young adults. The impact of current development models and climate change is well recognized. However, improving an individual's standard of living and social conditions understandably remains a top priority in developing and emerging countries.

"I think we're in a transition period. People are finally aware that they can and must change things from day to day and that has a global impact... if they don't change we'll continue to walk towards a slowdown of the planet." (Portugal, GSSL 2010)

"Very little can be done towards climate change because there are so many more immediate problems in my country (wars, political instability, etc...) making this problem appear in the eyes of society as secondary. The new generations are much more sensitive about this." (Lebanon, GSSL 2010)

Any discussion of sustainable lifestyles, therefore, needs to address social and environmental factors.

People value quality of life and empowerment

For all, quality of life and a sense of empowerment are strong aspirations for the future. Unfortunately, sustainability is not always seen as a way to reach these aspirations. However, when survey respondents were presented with scenarios of sustainable living they reacted very positively, both rationally and creatively.



ERIC MILLER / WORLD BANK

“I would like to participate more in community events/local politics. Community meetings, art shows, volunteering at youth clubs and also things like shopping locally and supporting other local business.” (Canada, GSSL 2010)

The impact of living more sustainable lifestyles on people’s quality of life and sense of empowerment needs to be made explicit in any decision making process.

Infrastructure changes are needed

The scenarios focused on mobility, food and housekeeping. Those surveyed were very clear that well adapted policies and infrastructure were needed to make these scenarios real.

“I hope my country will devise plans to be sustainable and independent from the rest of the world.” (Lebanon, GSSL 2010)

Local and regional infrastructure should be a key area of focus to enable more sustainable lifestyles, and to send a clear signal to people that they are important.

The opportunity to harness passive demand

Passively, people want sustainability solutions. Harnessing this demand is a big opportunity. To do this well, young people need to be empowered and educated on the knowledge and tools they will need to fully participate in the design of sustainable societies.

Work on sustainable lifestyles should be designed to tap into this passive demand and get people excited about the huge opportunities community action presents.

Project Case Study

Global Survey on Sustainable Lifestyles

Lead organization: UNEP

Country/region: Global

Website: www.unep.fr/gssl

Summary

The Global Survey asks young adults (18-35 years old) from 20 countries, living in urban areas, to examine their current lifestyles. It provides feedback on perceptions and reactions to visions of sustainable lifestyles.

Youth are targeted because they will shape our future. They are the ones who will be responsible for imagining new ways of life through technological, social and institutional innovations.

Useful for

- Experts, policy makers, NGOs, business, researchers and communicators seeking to stimulate behavior change and improve infrastructure

Objectives

- To understand how sustainable lifestyles are perceived and shaped by young adults in different societies and cultures around the world

The story

The project worked through a series of partnerships, which enabled the translation of the survey into ten languages, deployment in twenty countries, analysis and write-up of the data into reports. Partnerships with organizations, like the International Association of Universities, were established at international and regional levels, along with universities and student

organizations at national and local levels. In addition, business coalitions and entrepreneurial associations in survey countries advertised the project on their websites and sent it to their members.

The survey has four modules:

1. 'To know you better', builds a respondent profile (establishing gender, age, socio-economic ranking, vocation, etc), and identifies the individual's level of environmental awareness
2. 'Your everyday life', gathers information about young adults' opinions on their lifestyles, present and future
3. 'Other scenarios', invites commentary on visions of sustainable lifestyles. The nine 'scenarios', developed by design students across the world, include social, institutional and/or technical innovations (e.g. urban gardens, car sharing and farmers markets) that are likely to affect everyday life in a sustainable way. The scenarios are carefully selected to identify whether respondents prefer solutions that are relieving or enabling, individual or collective. The topics covered are Food, Mobility and Housekeeping
4. 'What does it change?' introduces sustainability and sustainable lifestyles into the questionnaire to examine the respondents' perceptions and reactions to them



ANVAR ILYASOV / WORLD BANK

Outcomes & lessons learnt

The project was originally planned to run in six countries. Its expansion to over 20 participating countries and translation into 10 languages is considered a huge success. The four headline findings from the research are:

- Poverty and the environment are high level concerns for people around the world
- The desire for a good quality of life and an ability to affect change is high in every country surveyed
- Infrastructure changes are needed in every country to develop more sustainable lifestyles
- There is a significant demand for sustainable lifestyles, although it is not at the forefront of people's minds. The demand is not always overtly expressed and needs prompting before people recognize it

Looking forward

The survey results will be disseminated to the target policymaker and communicator audiences.





**WE NEED A FEW THINGS TO
THAN HAVING EVERYTHING**

LEBANON, GSSL 2010

A photograph of a woman and a young boy sitting on a porch. The woman, on the left, is wearing a green patterned long-sleeved shirt and a patterned skirt. She is looking out a doorway with a smile. The boy, on the right, is wearing a light pink short-sleeved shirt and khaki shorts. He is also looking out the doorway with a smile. They are sitting on a concrete step. The doorway is framed by a light-colored wooden door. The background is dark, suggesting an interior space.

**BE HAPPY IN LIFE RATHER
AND NO TIME TO ENJOY LIFE**

Project Case Study

Creative Communities

Lead organizations: INDACO/Politecnico di Milano and the Strategic Design Scenarios

Country/region: Developing countries, with a focus on Brazil, China and India

Website: <http://www.sustainable-everyday.net/ccslproject/>

Summary

Creative Communities is an ongoing research project that identifies best practice and makes policy recommendations on grass root social innovations for sustainable urban living. It focuses on rapidly developing countries, particularly Brazil, India and China.

Useful for

- Those seeking to either encourage or run grass roots community projects, designers and local government

Objectives

- To identify patterns between and the potential for, community led sustainable lifestyles projects in European and developing countries

The story

Based on results from recent European research, Emerging User Demands for Sustainable Solutions (EMUDE), the project aimed to explore the potential for grassroots social innovations and to identify emerging patterns in sustainable living. These innovations, examined in Europe and developing countries, include the promotion of healthy, natural eating, new forms of alternative mobility systems, and networks linking consumers directly with producers to increase efficiency.

The project focused on three aspects:

- The characteristics of the local groups leading projects
- The role of innovative projects in promoting new and sustainable lifestyles
- The potential to replicate these projects

The project ultimately identified and documented 40 cases of original Chinese, Indian and Brazilian social innovation, from Guangzhou, Ahmedabad and Rio, respectively. Partnering with design schools was a key factor in the success of the project and led to the development of the Design for Social Innovation and Sustainability – www.desis-network.org.

Outputs of the design exercises conducted in the three cities have been transformed into 18 short films, available on the project website. A two page brochure advertizes the project and provides a good summary for a general audience.

Outcomes & lessons learnt

While the project is ongoing, it has already produced 40 original case studies of innovations that improve awareness of sustainable lifestyles across a range of audiences, from China, India and Brazil. The documented cases also show significant promise for the role of social innovation in driving the development of sustainable lifestyles.



Key findings relevant to policy makers:

- The meaning of the term ‘community’ differs depending on local context. In European experiences, ‘intentional communities’ arise largely as a reaction to the long process of individualization, whereas in their developing world counterparts, ‘creative communities’ are based on varieties of existing traditions (villages, tribes, families, etc.)
- Sustainable lifestyle projects in developing countries have strong micro-entrepreneurship potential
- Partnership working is key to understanding local audiences and situations, which in turn leads to more successful projects

The project identified eight common areas of community led sustainable lifestyle projects:

1. Co-operative purchasing groups where people buy in bulk directly from suppliers
2. Local trading exchanges where people exchange services and skills with each other
3. Children’s centers where children and parents can meet and play together
4. Car pooling where cars are shared between groups
5. Community agriculture exchanges that connect urban and rural producers
6. Elderly community care run by and for senior citizens to support each other
7. Urban vegetable gardens run by groups of people
8. Community nurseries where mothers run small, local nurseries for children

The project’s key management principles have been identified and transferred to an African context. Workshops, conferences and network discussions have been organized in South Africa, Kenya, Botswana and Ghana. Social innovation cases collected in Africa confirmed the conclusions of the CCSL investigation in Brazil, India, China and Europe. The results of CCSL Africa have been, and will continue to be, disseminated to larger audiences at public events and scientific conferences around the world.

Looking forward

The project will continue to run under the *Partnership for Education and Research about Responsible Living* (PERL) initiative. The relationships, connections and websites established by the project will further enable social innovators to deliver change on the ground.



Fostering social innovation for sustainable lifestyles

Social innovation is characterized by new strategies, concepts, projects and organizations that meet social needs in the context of sustainable development. The Task Force found great examples of community level innovation that improve people's lifestyles. However, surprisingly few people know about them. The move towards sustainable lifestyles has been a quietly developing, but global movement that is slowly moving towards more mainstream channels.

As a recently launched website, www.ideasforchange.tv, argues: "Many of us – from individuals to politicians, entrepreneurs and organizations – have ideas about what could be done; suggestions that could lead the way forward. But we don't meet, we don't interact, we don't synergize."

A number of Task Force projects were successful in stimulating and connecting movements of people. Creating these connections allowed people to see others who were sharing similar experiences and had also decided to change their behavior.

Creative Communities for Sustainable Lifestyles collected and shared promising cases of sustainable ways of living across the globe. See <http://www.sustainable-everyday.net> for inspiring scenarios. UNEP/UNESCO YouthXchange Program, uses and connects local NGOs in 22 countries, and nurtures a youth movement across regions,

supported by the Task Force on Sustainable Lifestyles: www.youthxchange.net

Social innovation can be both community led and policy driven. There are growing calls for a new approach to directing consumer change, away from simply raising awareness, to instead relying on default policy programs that are inherently sustainable, such as affordable, convenient and comfortable public transit instead of private vehicles. Such policies would require consumers to actively opt out of sustainable consumption behavior, such as recycling, rather than simply telling them what to do.



YURI MECHITOV / WORLD BANK

The business case for sustainable lifestyles

The business sector possesses unique skill sets and resources to incentivize the move towards more sustainable lifestyles. But this needs to be driven further. Networks like the World Business Council for Sustainable Development, which includes the 200 largest companies in the world, are supporting this drive. However, more businesses need to be brought on board. The business case for sustainable lifestyles needs selling alongside the wider demonstration of best practice.

The market for more sustainable products is growing. The number of people considering sustainability while shopping has been rising over the years. With markets in developed countries becoming increasingly competitive, there are also great opportunities for business engagement at the ‘bottom of the pyramid’. Companies with more inclusive business models are seizing these opportunities with locally developed and adapted products.

At every single stage of a product’s life there is an environmental impact. Sustainable production aims to minimize the environmental impact at all times. From reducing the amount of water used in production through to designing a product for re-use and recycling.

Value is not just limited to new markets and production methods though. Sustainable consumption and production strategies offer new knowledge

and insights, unexplored partnerships, the potential for breakthrough innovations, and improved brand reputation.

There are many strategies businesses can adopt. The Task Force project *Making the Business Case for Sustainable Lifestyles* produced seven guidebooks for businesses’ response to the challenges of sustainable lifestyles. These booklets show how applying sustainable principles in the development and design of products and services can build successful innovation and a solid customer base. The booklets are available at: www.encourage-sustainable-lifestyles.net

Project Case Study

Making the Business Case for Sustainable Lifestyles

Lead organizations: UNEP/ Wuppertal Institute, Collaborating Centre on Sustainable Consumption and Production (CSCP) and the Stockholm Environment Institute

Country/region: Global

Website: : <http://www.encourage-sustainable-lifestyles.net>

Summary

The project is an ongoing series of guidebooks that address the business opportunities of sustainable production and consumption.

Useful for

- Business audiences with an interest in sustainable lifestyles

Objectives

- To clarify what role business can play in sustainable consumption and production
- To make the business case for sustainable consumption and production
- To identify strategies that enable businesses to successfully work on sustainable consumption and production

The story

Produced by the Wuppertal Institute Collaborating Centre on Sustainable Consumption and Production and the Stockholm Environment Institute, the project has two parts: the printed guidebook series and the website to present the series.

The seven guidebooks, each about 15 pages long, focus on the following topic areas:

Booklet 1 – What are the business opportunities and challenges behind the sustainable consumption agenda?

Booklet 2 – How to drive business value through sustainable consumption business strategies?

Booklet 3 – What does sustainable consumption mean for major business sectors?

Booklet 4 – What are sustainable consumption business strategies?

Booklet 5 – What public policy framework is required to encourage sustainable consumption business strategies?

Booklet 6 – What sustainable consumption opportunities are there in developing countries?

Booklet 7 – Which partnerships are required for sustainable consumption?

The guidebooks' case studies are drawn from other documents and interviews with major companies and nonprofits, including: Forum for the Future, Price Waterhouse Coopers, INrate (the largest financial analysis company in Switzerland), RWE (energy), Henkel (chemicals) and Untouched World (textiles and garments).



Outcomes & lessons learnt

While the project is ongoing, feedback on the guidebooks has been positive. Following feedback the guidebooks have been further developed to fulfil the needs of their readership.

There is a dedicated website, (<http://www.encourage-sustainable-lifestyles.net>), where all the guides are available to download.

Looking forward

Next steps include presentation of the guidebooks to the Business Forum of the Marrakech Process and integrating the project into the business response for the 10YP. This process is currently underway and further feedback is being collected.





Successful engagement

To successfully engage people in sustainable lifestyles, you need to...

Know what you want to achieve...

Which of your sustainable lifestyle objectives are you aiming to meet? Understanding how you are going to create the desired change will make projects more effective.

Build an exciting vision...

People will be more inclined to work towards a sustainable lifestyle if they have an exciting and desirable image to aspire to.

Understand who you are engaging...

Understanding people is the first step to engaging them. It is vital that what you are offering is relevant to people's needs and motivations.

Know how to influence them...

Once you know what you want to achieve, what success looks like, and who you are trying to reach, you then need to plan how to influence them.

Know how to reach them...

Identifying the best ways and places to engage people going about their busy lives is crucial.

Know what you want to achieve

Despite concerns about the public being apathetic to environmental and ethical concerns, psychological insights tell us that people want to know and understand, to discover and learn, and to participate in creating a stronger society. It's this spirit that has driven human development for centuries. But, often people don't have the knowledge or resources to change.

The 4 E's

ENCOURAGE

Encourage through positive approaches, legislation and behavior change

ENGAGE

Reach out and connect with people to encourage sustainable lifestyles

ENABLE

Provide necessary education, skills, policies and infrastructure to make sustainable lifestyles possible

EXEMPLIFY

Celebrate the success of those leading the way with cutting edge projects and products.



Getting people to change is complicated. Human behavior is extremely complicated. People are able to believe and value one thing, while behaving in a contradictory way. Consider the smoker who values being healthy, may eat well and exercise, but still smokes. This is called the value-action gap. Overcoming this gap needs more than information and raising awareness. People need to be engaged, enabled and encouraged to change their behavior through communications, education, capacity building and infrastructure development.

A number of the Task Force projects aimed to remove barriers to action. The Toolkit for Advertizing and Marketing Courses, (<http://www.unep.fr/shared/publications/cdrom/DTIx0886xPA/>) recognized that lecturers, marketers and students lacked the resources and understanding to effectively engage with sustainable lifestyles. The toolkit enabled courses to provide this teaching. Creative Communities for Sustainable Lifestyles found that there are plenty of social resources and set out to show people that progress is happening everywhere. From The Playground Café in Paris to an Eco-Hamlet in Poland all the Creative Communities examples encouraged people to participate in more sustainable lifestyles.

The table below shows where each project's objectives sit in the 4 E's matrix:

PROJECT	ENGAGE	EXEMPLIFY	ENABLE	ENCOURAGE
Introducing sustainable lifestyles and sustainable entrepreneurship into African universities & colleges	●	○	●	●
Communicating Sustainability: How to produce effective public campaigns	●	○	●	●
Creative Communities for Sustainable Lifestyles	○	●	○	●
Global Survey on Sustainable Lifestyles	●	●	○	○
Intercultural Sister Classrooms	○	●	○	●
Literature Review on Sustainable Lifestyles and Recommendations for Further Research	○	●	●	○
Making the Business Case for Sustainable Lifestyles	○	○	●	●
Toolkit for Advertizing and Marketing Courses	○	○	●	●
YouthXchange	●	●	●	●

Project Case Study

Smart Start Up: Introducing sustainable lifestyles and sustainable entrepreneurship into African universities and colleges

Lead Organization: UNEP/Wuppertal Institute
**Collaborating Centre on Sustainable
Consumption and Production (CSCP)**

Country/region: Africa

Website: N/A

Summary

Universities in Egypt, Kenya, Tanzania, Mozambique and Mauritius are combining sustainable lifestyle education with business development skills to promote successful, sustainable entrepreneurship.

Sustainable entrepreneurship can be defined as producing sustainable products and creating markets for sustainable goods and services. It provides huge opportunities to both reduce poverty and reverse Africa's environmental and social degradation. The project focuses on introducing the concept of sustainable consumption and production as an opportunity for business development. It produces training materials, which cover the different stages of business development.

Useful for

- Educators looking to integrate sustainable consumption and production into entrepreneurship education
- Young Entrepreneurs keen to promote sustainability and profitability
- Government officials with remits covering sustainability and/or business development and growth
- Environmentalists promoting the merits of market-based approaches for addressing sustainability

Objectives

- To motivate the next generation of African entrepreneurs to seize the sustainable business opportunities that are available to them. Introducing them to the concept of sustainable consumption and production as an approach to business development and encouraging sustainable lifestyles in particular

The story

Informal educational activities (interactive and experimental learning) are integrated with more traditional formal education to create training sessions, run in ten universities across five African countries.

Five teaching modules have been produced. They cover issues like turning sustainable lifestyles into business ideas, pitching ideas, running a business, and support networks for businesses working on sustainable lifestyles. They are designed to support facilitators and help them deliver practical teaching methods.

As African universities remain male-dominated, and female representation in the area of entrepreneurship is rare, the project pays special attention to motivating female entrepreneurs at universities.

The project is split into two phases:

Phase 1:

The pilot stage of the training was delivered in three Mauritian universities and technology institutes



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in August 2009. It was very successful, gathering a great deal of insightful information about the current state of sustainable lifestyles and entrepreneurship in African universities. This enabled the organizers to refine the training packages for the next stage.

Phase 2:

The second phase (starting in April 2010 in Germany), is in the form of workshops called “Educate the Educators”. Participants will be drawn from the ten universities. These workshops will build scale, so the impact of the project is not constrained by the lead organization’s resources.

The project has built on the network of universities developed by the UNEP and African universities partnership Mainstreaming Environment and Sustainability into African Universities (MESA).

Developing and building partnerships with universities was essential. The project team found the most effective route was to develop a number of points of contact within one organization to build relationships. Using both government ministries and Ministers to encourage cooperation made it easier to get the support of university chancellors and professors.

Looking forward

The second phase of the project will be completed in February 2010 in Germany.

All the materials, developed by the project, are transferable, so other universities across the world can use them. The foundations and materials are already there and simply need to be adapted to local conditions.

Outcomes & lessons learnt

At the time of writing the project is ongoing. However, the pilot phases have produced interactive toolkits, PowerPoints, images and other audio visual materials. These are already proving extremely useful for educators in African universities.

The pilot phase of the project was very successful and gave the opportunity to refine materials, to be as effective as possible. The training in Mauritius was covered in local newspapers and the project presented at conferences and forums. The project received a great deal of positive feedback from the academic and political communities within the pilot countries and beyond.





Build a vision

We want to create a better future. To do this we need to know, to some degree, what this future looks like. We need to create a compelling vision of what we are trying to achieve. The work of the Task Force shows that these visions are starting to form in young people's minds.

Visions are powerful things. Dr Wayne Dyer, author of *The Power of Intention*, says "it is a truly scientific phenomenon that when you change the way you look at things, the things you look at change."²¹

The work of the Task Force shows that these visions are beginning to be formed in young people's minds.

It is important to provide people with a picture of the goal they are working towards, something that will excite, inspire and motivate them. There are some clear rules for creating and communicating a vision:

- Vision first – open with the vision and you grab people's attention
- Make it visual – use images whilst also creating pictures in 'the mind's eye'. Could someone easily draw a picture of what you are describing?
- Make it national or local – the vision must be as local as possible. Refer to places and spaces near to where you are situated
- Make it attractive and desirable – if the vision is no more desirable than what we have now then why bother reaching for it? Understand what your audience wants and demonstrate how the vision will make it happen

- Cut the dates and figures out – dates, percentages and figures come in the plan not the vision. A 20% cut by 2020 is not a vision – it is a target. Put all the targets together and imagine what the world would be like if we met and exceeded them: that is a vision
- Share the dream – show how the vision reflects common values and needs

Creating a compelling vision needs creative thought. A simple quadrant in which to write or draw ideas can help:

HOW WILL WE TRAVEL?

.....
List all the exciting new technologies and travel options, from bicycles to the Tesla sports car

HOW WILL WE EAT?

.....
Farmers markets or fairtrade? Eco-supermarkets or grow your own?

HOW WILL WE LIVE?

.....
Demonstrate new ideas about how we build our homes and what we put in them

WHERE WILL WE WORK?

.....
Get excited about the green economy. What does a green job look like?

Source: Futerra Sustainability Communications (2009) *Sell the Sizzle: The New Climate Message*. http://www.futerra.co.uk/revolution/leading_thinking



The visions are out there and are slowly becoming a reality, as people dare to dream that more sustainable lifestyles are possible. The Global Survey on Sustainable Lifestyles presented scenarios of more sustainable arrangements to people in 20 countries.

“In the future I see myself working from home, living in a house that provides its own energy and leaves a small foot print. Working from home reduces my fuel bill, reduces pollution and road rage, stress and car maintenance fees. I hope my country will devise plans to be sustainable and independent from the rest of the world”. (Lebanon, GSSL 2010)

Such visions are increasingly being supported by national and local policy change and improvements to infrastructure. Visions are slowly becoming reality as people dare to dream that more sustainable lifestyles are possible.

²¹ Dyer W (2004) *The Power Of Intention: Change The Way You Look At Things And The Things You Look At Will Change: Learning to Co-create Your World Your Way*. Hay House UK.



Understand who you are engaging

One of the first stages of engaging people in sustainable lifestyles is understanding them. There are two steps you need to take to understand the people your project is aiming to engage with.

Do you know who you are trying to engage? Identify and prioritize all the groups of people you want to engage. Select a specific group of people (e.g. “30 – 40 year old, middle class, female householders in urban areas”) rather than “the public”.

What motivates them? What do they read, watch, and listen to? Where do they go? What are their barriers to action? Review existing research and conduct primary research (see page 55) with those people you want to engage.

Successful approaches to changing behavior are dependent on context. Despite theories and good planning, you will only get an insight into how the audience will react by testing it with them.

Think about other people who can influence your target group (e.g. mothers, fathers, bosses, teachers) – what do they read, watch, listen to? Where do they go? These intermediaries can often be more effective in influencing your target group than you can. For example, a teenage boy may well be more likely to respond positively to a sportsman than they are to a request from their head teacher.

YouthXchange (see page 56-57) identified its audience at an early stage. The project engages young people through activities, channels and messages that are fun, personal and positive. They do this by looking at their audience’s aspirations and values and tailoring their messages so that sustainability becomes desirable to young people.

Know how to influence them

There are a few golden rules to follow to maximize the impact of your engagement:

Empower:

Create a sense of empowerment among the people you’re engaging. Be clear and direct to make sure they know what you want them to do, how to do it and the resources they have available to help them. Work to make the new behavior’s status desirable wherever possible, keeping it personal and relevant.

The Sister Classrooms project found that you achieve far more if you actively engage with students rather than passively lecturing at them. In one Brazilian school, students initiated a weekly morning radio show that was broadcast throughout the school. Students created the material themselves from topical local issues related to lifecycle analysis, environmental awareness and global citizenship.

Optimism:

Cultivate a sense of optimism and opportunity around the changes you are trying to create. Make the actions as simple as possible, whilst also being



THOMAS SENNETT / WORLD BANK

positive and attractive. Give feedback and thanks where appropriate for actions people have taken and the successes they have achieved. This optimistic approach will encourage further success and affirm positive behaviors.

YouthXchange made all their messages optimistic and positive to appeal to their young audience. This made them able to build an energetic network of young people across the areas they operated in.

Big Picture:

Raise awareness of people's potential to improve their immediate surroundings and the global environment. This needs to be seen in the context of the bigger picture so they can appreciate how their actions make a real difference. The Global Survey on Sustainable Lifestyles showed that people are aware of the big picture, but they don't always realize the power they have to make a difference and change things.

The Global Survey on Sustainable Lifestyles collected visions from people around the world, showing common desires and aspirations. It also showed that people are aware of the big picture but they don't always realize the power they have to make a difference and change things. People must be shown that creating sustainable lifestyles in their local areas can make a big difference to their quality of life.

"It is somewhat easy, the way it is right now. Why would someone care about damages that would happen in a far away future?" (Lebanon, GSSL 2010)

Belong:

We need to make sustainable lifestyles feel normal and give people a sense of being part of a worldwide movement. It is this notion of 'positive conformity' that helps generate support for initiatives. Creative Communities enabled connections and showed people that others, in various parts of the world, are taking action to solve similar challenges.

Drop the jargon:

Scientific words tend not to be understood by the public e.g. biodiversity or renewable energy, using them risks losing the attention of your listener. Terms like climate change are more readily understood by the public, but they're not provoking enough to inspire action. Use words, phrases or images that people relate to.

For more information on developing positive messages read Communicating Sustainability, another Task Force project: <http://www.unep.fr/shared/publications/pdf/DTIx0679xPA-CommunicatingEN.pdf>

Project Case Study

Communicating Sustainability

Lead organizations: UNEP and Futerra Sustainability Communications

Country/region: EU, Brazil and China

Website : <http://www.unep.fr/scp/communications/> and www.futerra.co.uk/publications

Summary

By identifying principles and best practice for running effective public campaigns on sustainability, this project developed a foundation for outreach across a wide range of audiences.

Useful for

- Anyone communicating sustainability issues

Objectives

- To raise the standard of campaigns on sustainable lifestyles around the world to create change

The story

Recognizing the need for more effective communications on sustainability issues, the project aimed to deliver its objectives in two stages.

During the first phase, Futerra and UNEP produced *Communicating Sustainability*. This guide, designed to help practitioners develop effective sustainability communications campaigns, was a step-by-step guide to building a communications plan. This clear, practical format also included 'myths and facts' on communications principles, sixteen case studies from around the world, and resources for further education. A draft of the document was peer reviewed by a globally distributed group of experts in communications and/or sustainable development.

The second phase focused on building the capacity of communicators. Three training sessions were held in Brazil and two in China through partnerships with the UNEP Brazil Office, the British Council, national business bodies, and the Ministry of Science and Technology of China. Attendees included national governments, policy specialists and decision-makers in local authorities (such as mayors and councillors), marketing experts, NGOs, consumer associations, and academics with an interest in sustainable lifestyles.

Outcomes & lessons learnt

Translated into French and Spanish, *Communicating Sustainability* has been downloaded over 700,000 times, a huge number for one publication. The clear, functional structure was particularly appealing, as were the variety of case studies used to illustrate the points.

Participant feedback from the training workshops was very positive. Key success factors here involved high levels of interaction and a focus on using local issues as a basis for the workshop content.

"Challenging current practices, stripping communications back to the basics" Curitiba

"Fresh, insightful, inspiring", "lively, informative, straight forward, clear" Sao Paulo



Looking forward

Both the communications guide and the local workshops have been identified as highly transferable. The guide may also be translated into more languages, continuing its vital role in engaging global audiences.



Know how to reach them

How you engage people is just as important as what you will say and do once you have their attention. How do the people your project is aimed at like to receive their information? Where do they go? What do they listen to? What grabs their attention? Find out the answers to these questions and promote your project through these channels.

YouthXchange:

The YouthXchange project in the Philippines used a range of different creative and fun methods to engage young people. They launched media campaigns using celebrities, ran bicycle tours, held art exhibitions and theatre performances. The bicycle tour, for example, allowed the project to reach out to over 20,000 people in rural communities. Other mainstream methods of communication may have left them untouched. All the project materials were adapted into the local language and used local images and examples.

Intercultural Sister Classrooms:

The Intercultural Sister Classrooms project developed a web platform to disseminate training material for educators, and to facilitate sharing between and within classrooms internationally. The website also provides a space for students and teachers to document and share their experiences addressing local sustainable consumption issues.





Project Case Study

Intercultural Sister Classrooms

Lead organizations: EcoGlobal S.A., Costa Rica

Country/region: US and Latin America

Website: www.sisterclassrooms.orgs

Summary

The project is an educational pilot project which raises awareness of lifecycle analysis, engaging teachers and students across America in new ways of learning and acting. Lifecycle analysis in purchasing and production decisions is an important skill for current and future generations of school leavers.

Useful for

- Ministries for Education and educators wanting to promote sustainable living within their student body

Objectives

- To create and test a new international participatory education process, combining lifecycle analysis and global citizenship material from existing resources
- To develop, test, and refine a web-based system which enables classrooms in different parts of the world to motivate and inform each other's efforts

The story

Sister Classrooms uses two methods to educate and achieve behavior change:

1. The project adopts a Freirian approach to education. This approach, based on the work of Brazilian educator and influential theorist Paulo Freire, emphasizes the importance of dialogue to facilitate collaboration, and the potential for this type of working to enhance communities and build social capital.
2. The project focuses on lifecycle concepts in the context of sustainable consumption and global citizenship. Depending on the particular software or information used, lifecycle approaches can focus on material and energy flows of products and services, and can also take into account labor conditions. The global citizenship element covers broad social, economic and environmental aspects.

At the time of writing, three international workshops have been held involving teachers and experts from the USA, Canada, Brazil and Costa Rica. A web platform has been launched to disseminate training material for educators, and to facilitate sharing between and within classrooms. The website also provides a space for students and teachers to document what they have done when addressing local sustainable consumption issues through specific projects. The platform and training materials are available in English and Spanish, with Portuguese coming soon.



Outcomes & lessons learnt

The project has been implemented in the USA, Brazil and Costa Rica at the time of writing. An initial focus on 'cross cultural learning' between the USA and its 'developing' counterparts in Costa Rica and Mexico has been a rich and complex element. Students from a private school in Costa Rica, where every student had a laptop, were put in contact with students from a rural American school with only one computer. This process has helped to break down traditional notions of the 'developed' vs. 'developing' dynamic for those involved.

Looking forward

The first phase of the project was a pilot, although scaling up was considered from the outset. The project is continuing with the formation of new partnerships with universities, government ministries, and the AULAS HERMANAS project to take it to scale. Hopefully, these new government-supported initiatives will lead to further growth and the chance for elements of the project being introduced into school curricula, therefore boosting participation.







Successful delivery

Creating a network of successful sustainable lifestyles projects is essential to creating a global movement towards more sustainable lifestyles. Using the learning from the Task Force, the following section provides a step-by-step guide to designing and implementing sustainable lifestyles projects.

Set SMART objectives:

Clear objectives focus resources and increase the likelihood of success

Research:

Knowing who you are trying to engage is vital, there are a lot of different research techniques you can use

Planning your process:

A solid project management process, involving the right partners, is essential for the smooth running of a project

Delivery:

Doing what you set out to do

Evaluation:

An essential phase that is often neglected, but is essential for future project expansion



1. Set SMART objectives

Setting firm and considered objectives helps to focus a project and give it direction. Objectives help others understand what you are trying to achieve, and what you aren't. Set well, they act as measures of success throughout the project.

So how do you make sure your objectives are useful? They should state what the intended outcomes of the project are. Once these are established, the project process and outputs should then be designed to achieve these outcomes. Your objectives form the foundation of the project, everything stems from them.

It is important to make your objectives SMART. The well established SMART framework ensures that your objectives remain focused and useful throughout the life of the project.

- *Specific* - Objectives should specify what they want to achieve
- *Measureable* - You should be able to measure whether you are meeting the objectives or not. Task Force projects found this particularly challenging as lifestyles and, particularly, behavior change are difficult to measure
- *Achievable* - Are the objectives you set achievable and attainable?
- *Relevant* - Is your outcome relevant to the problem you're looking to solve?

- *Time bound* - When do you want to achieve the set objectives?

So for example rather than “mitigate climate change” a SMART objective would be “cut household energy use by 5%”, or rather than “increase attendance at the 2010 conference” try “the committee will increase attendance at its 2010 conference by at least 20% over 2009”.

2. Research

Sustainable lifestyles mean different things to different people in different places. A person's lifestyle is a very personal thing, intimately tied to their culture, politics and economic circumstances. People's understanding of what a lifestyle is, let alone a sustainable one, changes from one person to another.

For instance, the projects found that you must be cautious when using the term 'lifestyle' in developing countries. Having a lifestyle is seen as a luxury in a number of developing countries where people often struggle to meet their basic needs. The Task Force found that using alternative terms like 'living sustainably', 'strategies for life' and 'sustainable livelihoods' generated more enthusiastic responses.

Research which helps you get to know those you are seeking to engage is crucial to getting linguistic and cultural nuances right. If you do not make yourself aware of these then your messages, project activities and materials will be less effective.



Research in the field of sustainable lifestyles is largely ethnographic. The goal of ethnographic research is to understand another way of life from the native point of view. Rather than *studying people*, ethnography emphasizes the need to *learn from people*.²²

Below are some of the techniques used in this branch of research:

- **Surveys:** Surveys are quick and easy to disseminate (particularly online) and take the respondent very little time to complete. They are a broad but shallow research method, allowing you to cover a lot of people without going into much detail
- **One-to-one interviews:** One-to-one interviews (either over the phone or face-to-face) allow you to delve deeper into people's barriers and motivations. They are very time consuming, but if you choose your interviewees carefully, for example community and business leaders, youth workers and academic experts, it is possible to find out large amounts of information
- **Focus groups:** Focus groups show collective responses to stimuli. They allow the researcher to delve and probe into issues of interest. You can use an initial survey to select focus group participants and help guide topics of discussion
- **Observation:** Gaining insights into people's lifestyles often relies on up-close, personal experience and possible participation in activities. Observational research findings allow the researcher to collect a depth of information about

individuals or groups that they would otherwise not have access to

- **Quantitative data analysis:** In order to gain insight into a population or the uptake of environmental services in an area, like recycling, secondary data is useful. Local and national government will often have data on everything from income and ethnicity to the use of services, including hospital appointments and recycling centers

It is best to use a combination of research methods to get a richer understanding of the project's audience. If you do decide to use a combination, think about the order in which to use them. The approach will depend on the objectives.

Many of the Task Force projects were shaped by research (YouthXchange and Intercultural Sister Classrooms for example), continually testing and adapting the information and engagement approach to make them more effective. The evidence base for any future sustainable lifestyles project has been significantly boosted by the Global Survey and the Literature Review on Sustainable Lifestyles.

²² Spradley, J. (1979). *The ethnographic interview*. New York: Holt, Rinehart and Winston.

Project Case Study

YouthXchange

Lead organizations: UNEP and UNESCO

Country/region: Global

Website: : <http://www.YouthXchange.net/main/home.asp>

Summary

Using a combination of printed guidebooks, media and educational outreach, the YouthXchange program engages young people on issues of sustainable consumption. In particular, the project highlights how sustainable consumption directly relates to quality of life, efficient use of resources (both human and natural), waste reduction, ethical issues, fair trade, and general equality issues.

The critical need to educate youth on these dimensions of consumption has been reiterated throughout international forums, including the WSSD Plan of Action, the UN Decade on Education for Sustainable Development, and the Marrakech Process.

Useful for

- Civil society working with youth, Ministries of Education and Environment, and educators

Objectives

- To raise awareness of sustainable lifestyles with educators, NGOs and youth networks
- To empower youth to take action on sustainable lifestyles
- The project also aims for implementation of measures that are tailored to meet cultural and local needs

The story

The project has three broad phases, all implemented through regional partnerships with the private sector, institutional agencies and government. While many of the project activities have been the same in each region, others are specific to the organizations involved and local needs:

1. Translation, adaptation and dissemination of the YouthXchange guidebook. During this process, workshops are held to gather research and guidebook materials in consultation with a range of stakeholders. The YouthXchange guide covers the impacts of consumption, especially in social and ecological contexts, using illustrative case studies and accessible language
2. Media outreach. This phase varies considerably across the regions. YouthXchange in the Philippines, for example, focused on participation in national TV shows and interviews in national newspapers that reached over a million people. In Bolivia and Peru, youth workshops were preceded by communications campaigns with posters and radio shows available on school and university campuses
3. Workshops to train and engage youth leaders, NGOs and educators in the guide's concepts. These workshops are aimed at launching a 'train-the-trainer' movement in each region



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Outcomes & lessons learnt Looking forward

The overall YouthXchange project has been implemented in Latin America and the Caribbean, West Asia, the United Arab Emirates, and the Philippines. In Latin America over 2000 youth leaders were engaged through the workshops and in the Philippines a bicycle tour reached up to 20,000 people in rural communities. The project is currently being adapted and implemented in northern African territories, including Morocco, Tunisia, and Egypt. A common theme across the regions is the strong impact culture has on the choice of engagement method. For example, in the Philippines a multi-channel media outreach strategy that includes fashion and TV celebrities has proved the most effective way to engage the country's youth.

Partnerships with influential networks and organizations in each region were found to broaden the reach of each YouthXchange project. YXC representatives in the Philippines, the Young Artists Fellowship for the Environment (YAFE), partnered with USAID Sustainable Energy Development Programme, the Reading Association of the Philippines, government agencies and universities. YAFE also combined with the Junior Chamber International to gather data for the Global Survey on Sustainable Lifestyles.

Further partnerships are envisaged with ministries where the formal education curriculum is changing and governmental policies are supporting more sustainable lifestyles.

In Arab-speaking countries, YXC intends to expand its work at a much broader level through cooperation with a range of influential regional organizations, such as the Center for Cleaner Production (CP-RAC) and the Mediterranean Information Office for Environment, Culture and Sustainable Development (MIO-ESCDE).





3. Planning

Process is just as important as substance; a good process gives credibility (to show that results are valid) and helps a project run effectively. Having clear processes in place makes it easy for projects to be replicated elsewhere and scaled up.

Who will manage the project?

It is vital that your project has clear structures of communication and responsibility. Identify the lead organization and define the roles and responsibilities of all partners and team members. If relevant, consider setting up a steering group with experts on communications, policy, education and sustainable development. The Swedish Task Force's steering group has ensured that all the projects were guided by experts.

Have you developed a project management process?

Who is responsible for monitoring whether targets have been reached and deadlines met? How will they do this? What happens if these are missed? Establish areas of responsibility right at the start. You will also need to develop a crisis management plan. Hopefully it won't be needed, but it is better to be prepared in case something goes wrong.

Have you thought about the different stages of implementation?

Develop a timeline for your campaign. Identify the milestones and what needs to be delivered when. If resources are limited, linking with other events and activities can help increase outreach.

Have you thought about resources?

Develop a budget. Take account of all the resources needed (people, skills, materials, time and money). Are they enough to deliver the objectives? Consider any potential risks and build in contingency plans.

4. Deliver

Delivery is the end result of all the planning. The Task Force projects raised a number of recommendations:

Choose who you approach carefully:

Approach the right people within government departments, schools and other organizations. A request can easily be ignored if you go to the wrong person. Task Force projects found that it was often best to approach a number of people within an organization, usually someone in senior management for top-level buy-in and someone at a lower level for implementation.

Consider partnerships:

A partner is anyone who helps to make a project happen. For sustainable lifestyles, partners often have good relationships with the target audience.

Partnerships need a solid framework with clear areas of responsibility and communication. It is important that every partner organization has a clear role. This avoids overlap. Use partners to expand coverage or support in areas with little resources or expertise. However, a word of caution; avoid relying on partners too heavily – major disruption was caused when a partner pulled out of one Task Force project.



Partnerships and multi-stakeholder cooperation were essential for The Global Survey on Sustainable Lifestyles. Partners translated the survey into ten languages, implemented the survey in twenty different countries, analyzed the data and wrote the reports. At international and regional levels the International Association of Universities and regional UNEP Offices participated, and then at the country and local levels, universities and student organizations were repeatedly found to be invaluable. A partnership protocol was established to outline the rights and responsibilities of each partner.

The Task Force's Intercultural Sister Classrooms project developed good relationships with school teachers and principals and benefited from the support of government ministries. The project is continuing with the formation of new partnerships, with universities, government ministries, and the AULUS HERMANAS project.

Select the right products for your project:

The products and services delivered should be tailored to the people they will serve. Research will give insights into what people find most useful and interesting.

The Task Force projects produced a host of different products and they demonstrate what is possible within the context of sustainable lifestyles; the majority of products are freely available on the internet. Links can be found throughout this document.

PROJECT	TOOLKIT	PUBLICATIONS	RESEARCH	TRAINING	WEBSITE	FILM
Smart Start Up: Introducing sustainable lifestyles and sustainable entrepreneurship into African universities and colleges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating Sustainability: How to produce effective public campaigns	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Communities for Sustainable Lifestyles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Global Survey on Sustainable Lifestyles	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural Sister Classrooms	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literature Review on Sustainable Lifestyles and Recommendations for Further Research	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making the Business Case for Sustainable Lifestyles	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Toolkit for Advertizing and Marketing Courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
YouthXchange	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>



Project Case Study

Toolkit for Advertizing and Marketing Courses

Lead organizations: UNEP Division of Technology, Industry and Economics, Sustainable Consumption and Production Branch

Country/region: OECD countries

Website: : <http://www.unep.fr/shared/publications/cdrom/DTIx0886xPA/>

Summary

The Toolkit is a flexible, interactive resource for the educators training future marketing, advertizing and communications professionals.

The project combines theory, practice and case studies to engage students with sustainability issues in a business context. Concepts explored include corporate social responsibility, sustainable consumption, green marketing and responsible advertizing.

Useful for

- Business teachers and students with an interest in sustainable lifestyles

Objectives

- To build the capacity of marketing and communications professionals, students and educators on sustainability issues
- To demonstrate the business case for sustainability communications

The story

UNEP, in association with UNESCO and the International Association of Universities, wanted to change established practices in the advertizing and marketing sectors by highlighting best practices, and inspiring young students and professionals

to combine sustainability and communications for positive change. The toolkit material was developed around specific needs, identified from background research and a literature review. Presented in CD-ROM format and online, the material has four modules:

- Sustainable development: ethics and social practices
- The economic and social context for sustainability communications
- The practice of sustainability communications: from innovation to risk
- Practices and exercises in marketing and communication

Available in French and English, the toolkit is packed full of guidance and examples. It contains simulation exercises, downloadable pdf's and numerous weblinks for further information plus 31 in-depth and 22 short case studies.

The toolkit is being used by some business schools and universities to improve or design new courses. In one instance, the University of Montreal launched a new course in 2009 based on the toolkit material that explores the role communications plays in corporate social responsibility.

Outcomes & lessons learnt

Over 900 have been distributed, with the majority going to members of the International Association of Universities and the European Association of Communications Agencies. The Toolkit has also



THOMAS SENNETT / WORLD BANK , SHINYTHINGS / FLICKR, NINNET / FLICKR

been distributed at several World Conferences on Education and was introduced during the Cannes Lions Festival (the most famous international advertizing competition) in 2008.

The project has found that producing materials that are relevant to everyone has been difficult. Some educators, for example, have welcomed the CD-ROM format, while others feel the material is a little dense and needs more user-friendly features.

Looking forward

The project has the potential to be scaled up and promoted internationally if the material is translated into other languages. For the time being, interested parties can continue to receive the toolkit information via the website or by ordering the CD-ROM from UNEP.





5. Evaluate

Evaluation of project outcomes is an essential, yet often neglected part of projects. This phase is an assessment of whether the planned activities took place, objectives were achieved and outcomes delivered. Evaluation helps ensure things are done better in the future, and a sound evidence base is there to lobby governments and business.

There are three different styles of measurement:

- *Process*: What was done, where and how often? For example how many events were held? How many people attended?
- *Outcome*: How did the project help people to change their lifestyles? Did it change their awareness, attitudes or behavior? This usually requires a survey before and after the campaign
- *Impact*: What impact has the campaign had on the overall sustainable development objective? What impact did the changes in lifestyle have on the environment? For example, how many tons of carbon have been saved?

It is important to make sure that the right measures are chosen. There are different ways to evaluate a project depending on the objectives:

- Web site traffic (hits, unique visits) and online feedback
- Attendees at events (and quality of the public exchange)
- Media coverage (e.g. through web searches or a press cuttings service)

- Public opinion surveys (e.g. for awareness levels)
- Demand for services (from the public, media, business, civil society, community groups, etc)
- Changes in strategic priorities/objectives from other sectors (Ministries, consumer associations, etc.) and evolution of community initiatives

It is important to recognize the wider project impacts too. While the direct outcomes are important, indirect outcomes can sometimes open up new avenues for change that otherwise would not have existed. For example, in 2009 the Global Survey on Sustainable Lifestyles encouraged Hanoi University of National Economics to organize a forum on “Students and sustainable lifestyles and sustainable consumption” helping students, professors and experts from Hanoi University of National Economics, University of Natural Sciences, and from 9 voluntary student groups to network. The participants shared knowledge, experience, ideas and actions for sustainable lifestyles, sustainable consumption and production, and sustainable development.

Rather than leaving the evaluation to the end of the project, do it as you go. This will save resources in the long run and ensure that your activities are constantly evolving in line with the feedback collected. Constant evaluation also ensures that the project is staying focused on its objectives. The Task Force’s Intercultural Sister Classrooms and YouthXchange both continually tested and evaluated their offering and its effectiveness, reacting to feedback and tailoring it to the audience’s needs.



Where next?

The Task Force for Sustainable Lifestyles finished at the end of 2009. The results, findings, insights and learnings have been evaluated and are being communicated to key stakeholders in order to affect greater change.

The findings, ongoing and off-shoot projects of the Task Force will be continued under the Partnership for Education and Research about Responsible Living (PERL).

PERL is a partnership of researchers, experts, educators and practitioners who will contribute to the Marrakech Process on Sustainable Consumption and Production, and the UN Decade for Education for Sustainable Development.

Supported by the Swedish and Norwegian Governments, the European Union, UNEP and other donors, PERL will drive sustainable lifestyles forward through six working groups:

- Reflection and implementation
- Enabling sustainable lifestyles
- Social innovation
- Education for responsible living
- International dialogue
- Communications and media

Governments will soon negotiate the 10-Year Framework of Programmes on Sustainable Consumption and

Production. The Task Force has developed specific recommendations based on its experience and will seek to influence stakeholders within the Marrakech process. The recommendations are based on the Task Force's projects and experience.

The Task Force has only scratched the surface of what is possible in sustainable lifestyles. One key finding shows that policies and enabling tools are a prerequisite for sustainable lifestyles. As a result, more work in, and support for, five specific areas is recommended:

- Governance and enabling framework at national and local authorities level
- Marketing oriented actions – business sector
- Education – training
- Research
- Everyday enabling actions

The experience of the Task Force points to encouraging links between innovative groups of people in different places and countries to drive change forward. There is still a lot to be done to demonstrate the benefits of sustainable lifestyles, explore new perspectives and development paths and motivate policy-makers, civil society organizations, scientists, the business sector and every one of us to take part. Building constructive and equitable relationships is the key to achieving change.

There is a great challenge for all of us. Now is the time to rise to it.



Evaluation methodology

Each of the nine Task Force projects was independently evaluated to gather good practice examples and lessons learned to feed into the 10-Year Framework of Programmes.

Only the parts of projects directly funded by the Swedish government have been evaluated. Some of the projects began before Swedish funding and others will continue after funding has ended.

Each project was evaluated using:

- The available written project documentation
- Face-to-face meetings (preferred method), teleconferences or email exchanges with project leaders
- Comments from others involved in and around the Sustainable Lifestyles Task Force, including UNEP and expert groups

To ensure consistency each project was analysed using a set of common questions. Before the evaluation began, the questions and process documents were sent for comment from various Task Force stakeholders.

A draft evaluation report was produced for each project and sent to the project leaders for comment. This round of iterations filled any gaps where information was not previously available. The conclusions of the evaluations, however, remain entirely independent.

This report provides a summary of the evaluation findings, drawing together common themes and lessons, and combining them with other behavior change and project management knowledge.



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