

ESD Project Summary Sheet

Basic Information

Title of project <i>(should be concise and within approximately 25 words)</i>			
Education for Sustainable Consumption (ESC): the RCE Czechia case study			
Submitting RCE			
RCE Czechia			
Contributing organization(s) <i>(Individual RCE member organizations and/or non-members)</i>			
Charles University Environment Centre, Society for sustainable Living, TEREZA, Educational Centre, Pedagogical Faculty of the University of J. E. Purkyně (UJEP)			
Author(s) and affiliation(s)			
Jana Dlouhá, Charles University Environment Centre Petr Daniš, TEREZA, Educational Centre, Roman Kroufek, Pedagogical Faculty of the University of J. E. Purkyně (UJEP) Dana Kapitulčinová, Charles University Environment Centre Jiří Dlouhý, Society for sustainable Living Laura Henderson, Charles University Environment Centre All authors are involved in the RCE Czechia as well			
Format of project <i>(manuscript or audiovisual)</i>	manuscript	Language	English
Keywords <i>(3-5 key concepts included in the case study)</i>			
Sustainable consumption, lifestyle change, qualitative approach, multistakeholder issue			
Date of submission <i>(or update, if this is an update of an existing case study)</i>	January 15 th , 2018		
Web link <i>(of the case study or lead organization if available for more information)</i>	http://rce.czp.cuni.cz/		

Geographical & Education Information

Country <i>(where site(s) or activities described in the case study are located – if multiple, please list all participating countries)</i>									
Czech Republic									
Location(s) <i>(subnational units and/or cities within the country or countries – leave blank if specific location(s) cannot be identified)</i>									
CR									
Longitude/latitude or Google Maps link <i>(if location is identified)</i>									
Ecosystem(s) <i>(please place an "x" in all appropriate boxes)</i>									
Forest		Grassland		Agricultural		In-land water		Coastal	
Dryland		Mountain		Urban/Peri-urban	X	Other (Please specify)			
Level of Education <i>(please place an "x" in all appropriate boxes)</i>									
Primary	X	Higher	X	TVET		Youth (Informal)	X		
Secondary	X	Teacher Ed.	X	Community	X	Other (Please specify)	parents		
Socioeconomic and environmental characteristics of the area <i>(within 50 words)</i>									
CR is relatively rich country with quite a high standard of living. Transition to the liberal market economy in 1989 facilitated the shift towards a consumer society; new consumption patterns are in accordance with policy priorities. Due to In the specific economic environment, consumerist desire manifests in quantitative expansion, rather than a qualitative shift in lifestyle.									
Description of sustainable development challenge(s) in the area the project addresses <i>(Within 50 words)</i>									
Approaches to sustainable consumption are insufficiently developed from the point of view of the individual – which is more relevant to education. Consumers are thus not fully prepared for an informed choice or everyday management of products and services. Alongside the opening up of alternative pathways, knowledge and skills for qualitative lifestyle change on individual and community level are needed.									

Contents

<p><i>Note: The following fields are used for information about activities described in the project or the production of the project itself, and contents may vary depending on the nature of the case project. For example, a project about on-the-ground teaching or training may include the rationale, objectives etc. for the activities; a case study about an ESD-related policy may describe the policymaking process; or a toolkit may address particular practices used within ESD. Please make an effort to fill as many fields as possible.</i></p>			
Status (“ongoing” or “completed”)	ongoing	Period (MM/YY to MM/YY)	2017–2021
<p>Rationale (<i>why activities or policies described, or information shared through the educational practices/material are needed – within 50 words</i>)</p>			
<p>Education is an important tool for the overall change in consumer behaviour towards minimizing and reorienting consumption to reduce its environmental impacts. In the Czech education system, the topic of sustainable consumption is virtually absent, appearing sporadically in the curricular documents as a not fully-fledged part of the educational system.</p>			
<p>Objectives (<i>goals of activities or policies described, teaching or learning outcomes – within 50 words</i>)</p>			
<p>To demonstrate sustainable consumption alternatives so that children are able to choose their own lifestyle, critically consider different opportunities and choices, and discuss diversity in this area. To promote a whole-institutional approach as a tool to align the learning objectives with the values and environment of the whole school.</p>			
<p>Activities and/or practices employed (<i>within 50 words</i>)</p>			
<p>Literature review of the (educational aspects of) consumer behavior concepts Interaction with actors – feedback from practice Methodological tools developed in dialogue with teachers (focus on sustainability values, competences, creativity for innovation, critical thinking and orientation in the information environment, while respecting whole-institutional approach) Testing, reflection, policy recommendations, dissemination (all RCE members involved)</p>			
<p>Results (<i>within 50 words</i>)</p>			
<p>Process of dialogue between researchers, teacher education institution, teachers from practice, and other actors. Methodical toolkit for teaching sustainable consumption, tested in practice. Reflection of the experiences from the processes of learning and sharing/transferring knowledge Policy-recommendations delivered to policy-makers through the Committee for Education of the Government Council for Sustainable Development</p>			
<p>Lessons learned (<i>factors in success or failure, challenges and opportunities – within 40 words</i>)</p>			
<p>Not yet</p>			
<p>Key messages (<i>within 40 words</i>)</p>			
<p>Research provides basic input: overview of available concepts/tools. Involvement of multiple stakeholders is an opportunity to address the challenge in a systemic way and achieve holistic impact. Process of negotiations is longlasting, experiences and inputs from different actors/fields must be considered. Reflection is a ground for developing messages for policy-makers.</p>			
<p>Relationship to other RCE activities (<i>if the project is related to any other RCE collaborative activities, regional plans, working groups, etc.</i>)</p>			
<p>Builds upon individual members’ activities, develops an overarching concept to be shared within the partnership (everybody can contribute) Exploits experiences from previous projects – oriented on participatory approaches and decision making on local level; focused on sustainable entrepreneurship where good practice database and competence toolkit were developed; and design of innovative teaching materials.</p>			
<p>Funding (<i>any relevant information about funding of activities or projects described in the case study</i>)</p>			







We are expecting decision from the Technology Agency of the Czech Republic in January. With this funding, this project will start in February; without this funding will however be difficult to realize (research part will continue, involvement of the other partners depends on the resources that should only be raised)

Contributions to Global Agendas

10YFP programmes and SCP-related targets (<http://web.unep.org/10yfp/about/10yfp-and-sdgs>)

Please place an “X” in the “direct” or “indirect” boxes next to any of the 10YFP programmes and SCP-related targets to which the work described in this case study contributes as appropriate. Note: please mark only those that the case actually has made or is making a contribution, not those to which it could make a potential contribution in the future.






Program	Description	Direct	Indirect
	Sustainable Public Procurement Programme (SPP) SPP brings together actors interested in collectively promoting the supply and demand of sustainable products through SPP.		
Target	Description	Direct	Indirect
	Promote public procurement practices that are sustainable, in accordance with national policies and priorities		
	Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle		
Program	Description	Direct	Indirect
	Consumer Information for SCP (CI-SCP) Consumer information is defined as a range of tools and systems that seek to enable consumers to make more sustainable choices about services and products, including in their use and end-of-life phases. The focus is on information presented ‘to the consumer’ (individual or end-use consumer), including information from government and business to consumers, as well as from consumer to consumer.		X
Target	Description	Direct	Indirect
	By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature		X
	Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle		
Program	Description	Direct	Indirect
	Sustainable Tourism Programme (STP) The mission of the 10YFP Sustainable Tourism Programme is to support cooperation between stakeholders for the development and implementation of good practices in resource efficient and low-carbon tourism, reducing biodiversity loss, conserving ecosystems, preserving cultural heritage, alleviating poverty and improving sustainable livelihoods.		
Target	Description	Direct	Indirect
	By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products		
	Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products		
	By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism		
Program	Description	Direct	Indirect

	Sustainable Lifestyles and Education (SLE) The programme's vision is of a world where sustainable lifestyles are desirable, beneficial and accessible for everyone; enabled, supported and encouraged by all sectors of society.	X	
Target	Description	Direct	Indirect
	By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature	X	
	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	X	
Program	Description	Direct	Indirect
	Sustainable Food Systems (SFS) Launched in April 2016, the vision of the Programme is that "all food systems are sustainable, delivering food security and nutrition for present and future generations".		X
Target	Description	Direct	Indirect
	By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons		
	By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses		X
Program	Description	Direct	Indirect
	Sustainable Buildings and Construction The vision of the SBC programme of the 10YFP is to achieve a situation in 2030 where "all stakeholders involved in the planning, design, construction, commissioning, management operation and deconstruction of buildings have a common understanding of sustainable buildings and the knowledge, resources and incentives required to create, maintain and use them; structures that are healthy to live and work in, that sustainably utilise energy, water, land and other key resources, respecting environmental limits, and ultimately have a minimally adverse impact on the natural world, supporting social and economic development."		
Target	Description	Direct	Indirect
	Support positive economic, social and environmental links between urban, per-urban and rural areas by strengthening national and regional development planning By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials		
	By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse		

UN Sustainable Development Goals (SDGs) (<https://sustainabledevelopment.un.org/sdgs>)

Please place an “x” in the “direct” or “indirect” boxes next to any of the UN Sustainable Development Goals to which the work described in this case study contributes as appropriate. Note: please mark only those that the case actually has made or is making a contribution, not those to which it could make a potential contribution in the future.

SDG	Description	Direct	Indirect
 1 NO POVERTY	End poverty in all its forms everywhere		
 2 ZERO HUNGER	End hunger, achieve food security and improved nutrition, and promote sustainable agriculture		X
 3 GOOD HEALTH AND WELL-BEING	Ensure healthy lives and promote wellbeing for all at all ages		X
 4 QUALITY EDUCATION	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all		
 5 GENDER EQUALITY	Achieve gender equality and empower all women and girls		
 6 CLEAN WATER AND SANITATION	Ensure availability and sustainable management of water and sanitation for all		
 7 AFFORDABLE AND CLEAN ENERGY	Ensure access to affordable, reliable, sustainable and modern energy for all		
 8 DECENT WORK AND ECONOMIC GROWTH	Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all		
 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation		
 10 REDUCED INEQUALITIES	Reduce inequality within and among countries		
 11 SUSTAINABLE CITIES AND COMMUNITIES	Make cities and human settlements inclusive, safe, resilient and sustainable		
 12 RESPONSIBLE CONSUMPTION AND PRODUCTION	Ensure sustainable consumption and production patterns		X
12.1	Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries		
12.2	By 2030, achieve the sustainable management and efficient use of natural resources		

12.3	By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses		X
12.4	By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment		
12.5	By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse		X
12.6	Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle		
12.7	Promote public procurement practices that are sustainable, in accordance with national policies and priorities		
12.8	By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature	X	
12.A	Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production		
12.B	Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products		
12.C	Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities		
	Take urgent action to combat climate change and its impacts		
	Conserve and sustainably use the oceans, seas and marine resources for sustainable development		
	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss		
	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels		
	Strengthen the means of implementation and revitalise the global partnership for sustainable development	X	