

Youth Empowerment for Sustainable Consumption and Production

Target groups: University students

Background:

The ESD Programme is designed based from interdisciplinary perspectives which are based on principles and values that underlie sustainable development. The four dimensions of sustainability namely environment, society, culture and economy will be embedded in the programme's strategies.

The corresponding objectives to these strategies are intentionally designed to focus on building capacity capable of community-based decision-making, social tolerance, environmental stewardship and human well-being. The ESD programme utilises the formal and non-formal approach within the context of education institutions. Whereas, the informal approach, which injects the transformational agenda in education; will attempt to influence individual and institutional reforms.

It is our belief that the stakeholders consumption choices, beliefs and attitudes towards nature (including lifestyle and values) – relating to, for example, sustainably sourced products, green energy, cultural food preferences, attitudes to human-wildlife conflict mitigation, etc. are the drivers that contributes to the threats of the various conservation issues. Hence, the need for knowledge and skills, which eventually contribute to individual behavioural and institutional reforms.

We believe the ESD programme is able to address the challenges faced by other conservation projects, through its strategy or combination of strategies. One of such cases would be consumption pattern, where we'll be addressing through the strategy on youth empowerment for sustainable consumption (YESC).

YESC is set out to establish a network of core groups of university students, leveraging on existing infrastructures such as environmental conservation or student-leadership based groups. These core groups will undergo capacity building trainings to develop their knowledge and skills in consumption patterns, such as seafood, palm oil and non-timber forest products. They will in turn be able to train and affect change their peers and community at large through establish sharing platforms through various social networks.

It is our hope that the training will develop skills such as creative and critical thinking, conflict management, problem solving strategy, etc, for them to apply to their daily lives and to influence their peers and those around them. We have engaged with two youth groups previously in 2014, namely AIESEC of University Technology Petronas and Kolej Yayasan UEM. These university students were given the skills and knowledge on forest

conservation, which was linked to LEAF (Learning About Forest), Forest Stewardship Council (FSC), Sustainable Palm Oil and Sustainable Consumption. We have engaged them in a structured manner, where each group were given tasks such as promoting issues on forest conservation, FSC, sustainable palm oil and seafood to their peers and to the schools within the vicinity of their college. In fact, KYUEM have developed a comprehensive work plan, in which one of the plans is to influence the management of the college to consider improving their procurement practices through a shift to FSC certified products such as printing papers and toilet rolls. From the encouraging examples mentioned, we hope to use this model to approach other youth groups in colleges and universities towards adapting an improved attitude towards sustainable consumption.

University students are the future leaders; they will be leading private companies, government institutions, research missions, civil societies, political parties and so forth. It is important to inculcate a sense of environmental stewardship among student groups in the public universities located in several states in Malaysia.

Ultimately, the goal of this programme is to empower Eco-champions from the five target groups (university youth, being one of them). This will also enhance environmental citizenship behavior as determined in the 2007 National Environmental Citizenship Survey by 30% from 54% by the year 2017. In addition, the ESD programme will impact to lower Malaysia's Ecological Footprint which is presently at 3.90gha.

Objectives

By 2017, selected university youth are empowered to change their daily consumption lifestyle and university procurement practices, by making demonstrable improvements in regards to at least one of the key commodities (forest & wood products, seafood, palm oil), and carbon emissions from electricity use.

Activities

Activities
1.1.2 Core groups identified leveraging on existing environmental groups/ clubs in universities.
Outcome 1: Core groups in 6 universities formed (harnessing on the existing student associations)
Outcome 2: Carbon footprint reduced by 5%
Outcome 3: 3 selected universities/colleges have procurement policies which have inclusion on FSC, MSC/ASC, RSPO (carried out by the core working groups).
Outcome 4: Options for energy efficiency and renewable energy are explored by the core working groups
Outcome 5: Initial steps taken to secure the equipment for rainwater harvesting, designed for identified sites within the campus.
Activities
1.1.2. Partnerships agencies and network established (within seafood, palm oil and forest players)
1.1.3. Trainings and capacity building materials developed with support from forest and marine team and partner agencies.
1.1.4. Baseline consumption data and pattern on forest products (FSC), palm oil (RSPO) and seafood (S.O.S, MSC and ASC) developed with the support of forest and marine team.
1.5. Capacity building of core group on sustainable commodity and consumption.
Outcome 6: Student action plans developed with WWF-M's support.
Outcome 7: Carbon footprint reduced by 10%
Outcome 8: Additional 3 selected universities/colleges have procurement policies which have inclusion on FSC, MSC/ASC, RSPO.
Outcome 9: Electricity usage reduced by 1,800,000 (estimate of 5% from average) kWh per capita
Outcome 10: Usage of treated water reduced by 24,000 (estimate of 5% from average) m ³
Activities
1.1.5. Communication strategy developed (involve core groups and WWF-M's Communication Department).
1.1.6. Promotional and campaign materials developed with WWF-M's support.
1.1.7. Fundraising initiated with WWF-M's support (with the involvement of WWF-M's Marketing department).
Outcome 11: Carbon footprint reduced by 15%
Outcome 12: Electricity usage reduced by 1,710,000 kWh per capita
Outcome 13: Usage of treated water reduced by 22,500 m ³

Stage 1	Stage 2	Stage 3
<p>Engagement with youth groups in universities</p> <ul style="list-style-type: none"> • Introduction to concept of sustainable consumption – 3 commodities (timber, palm oil and/or seafood) 	<p>Action plan/ work plan development (facilitated by WWF-Malaysia)</p>	<p>Work plan implementation</p> <ul style="list-style-type: none"> • Site visits to sustainably managed forest • FSC certified printers • Capacity building by resource managers • Campaigns • University management / industries

Stage 1: Engagement with youth groups in universities

Activities	Remark
	<p>Introduction to forest conservation and Forest Stewardship Council with one of the university groups</p>
	<p>Group photo of those involved in the initial engagement activity.</p>
	<p>Focus group meeting.</p>

Stage 2: Action plan or work plan development

Activities	Remark
	Working with various universities in their work plan development
	

	
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Stage 3: Work plan implementation

Activity	Remark
	<p>Various capacity building activities, from tree planting, FSC certified factory visit, well-managed forest etc.</p>
	

