

Education for Sustainable Consumption through Mindfulness Training - BiNKA

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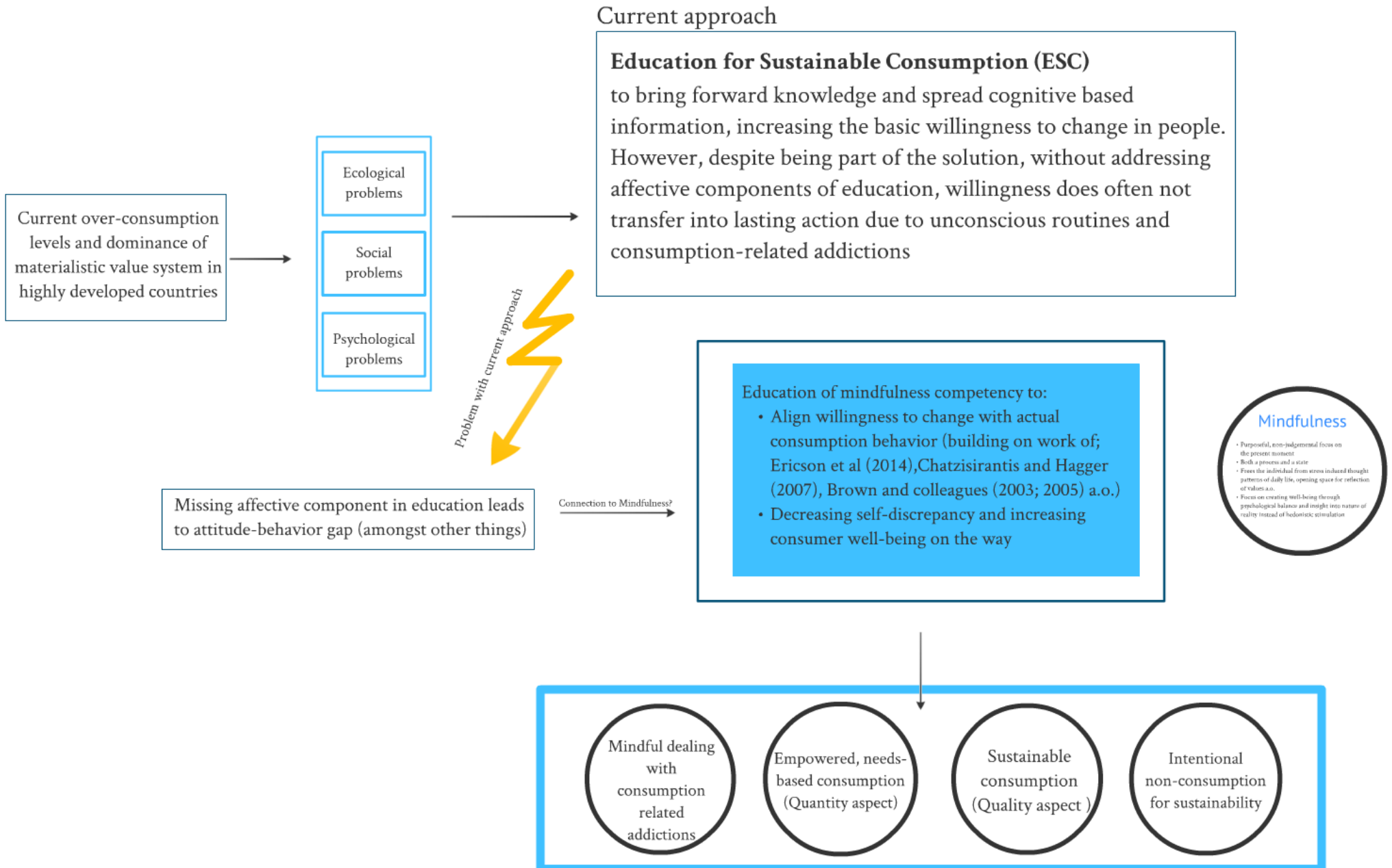
Degrowth conference Leipzig
2-6 September 2014
University of Leipzig



Table of Content

- Relevance and shortcomings of Education for Sustainable Consumption (ESC)
- Research Design Procedure
- Research Questions and expected outcomes
- Questions & Discussion

Problem Rationale



Current approach

Education for Sustainable Consumption (ESC)

to bring forward knowledge and spread cognitive based information, increasing the basic willingness to change in people. However, despite being part of the solution, without addressing affective components of education, willingness does often not transfer into lasting action due to unconscious routines and consumption-related addictions

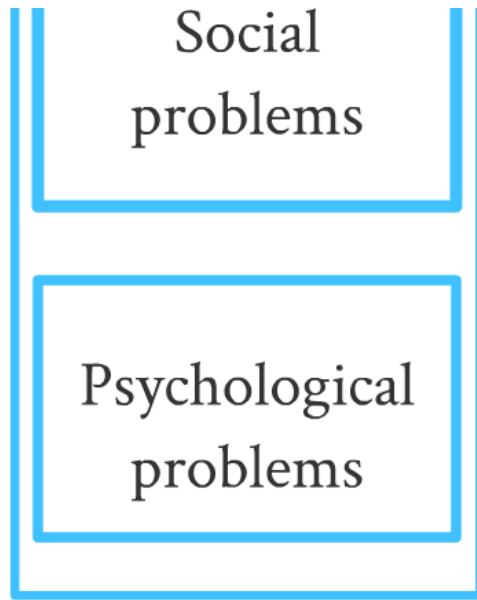
Education of mindfulness competency to:



Problem with current approach



... of
system in
countries



consum

Problem with current approach



Missing affective component in education leads to attitude-behavior gap (amongst other things)

Connection to Mindfulness?



Connection to Mindfulness?



Mindfulness

- Purposeful, non-judgemental focus on the present moment
- Both a process and a state
- Frees the individual from stress induced thought patterns of daily life, opening space for reflection of values a.o.
- Focus on creating well-being through psychological balance and insight into nature of reality instead of hedonistic stimulation

Education of mindfulness competency to:

- Align willingness to change with actual consumption behavior (building on work of; Ericson et al (2014), Chatzisirantis and Hagger (2007), Brown and colleagues (2003; 2005) a.o.)
- Decreasing self-discrepancy and increasing consumer well-being on the way

Connection to Mindfulness?



(2007), Brown and colleagues (2003; 2005) a.o.)

- Decreasing self-discrepancy and increasing consumer well-being on the way

of values a.o.
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Mindful dealing
with
consumption
related
addictions

Empowered, needs-
based consumption
(Quantity aspect)

Sustainable
consumption
(Quality aspect)

Intentional
non-consumption
for sustainability

Adoption through Mindfulness Training

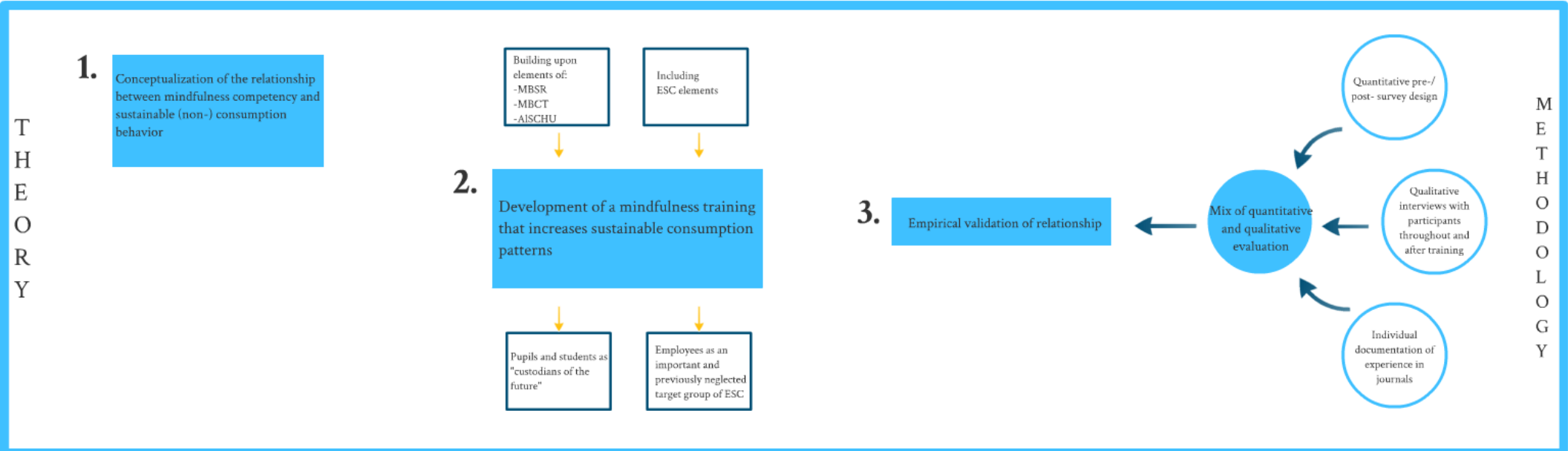
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Research Design Procedure



Research Questions

1. Is there a relationship between mindfulness competency and sustainable consumption behavior?

Does mindfulness training support more sustainable consumption

approach

for Sustainable Consumption (ESC)

ward knowledge and spread cognitive based

increasing the basic willingness to change in people

1.

Conceptualization of the relationship between mindfulness competency and sustainable (non-) consumption behavior

Building upon
elements of:
-MBSR
-MBCT
-AISCHU

Including
ESC elements



2.

Development of a mindfulness training
that increases sustainable consumption
patterns

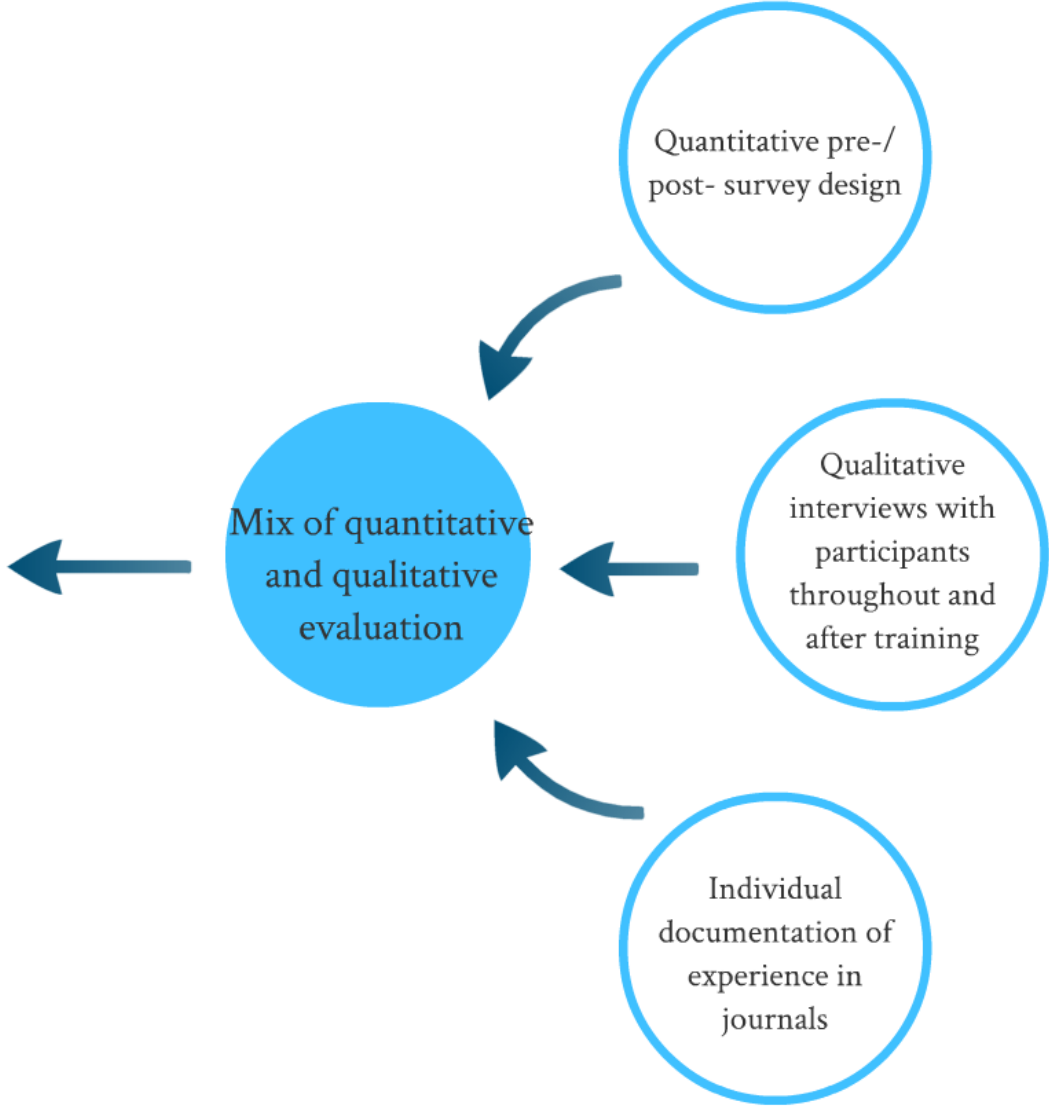


Pupils and students as
"custodians of the
future"

Employees as an
important and
previously neglected
target group of ESC

3.

Empirical validation of relationship



Research Questions

1. Is there a relationship between mindfulness competency and sustainable consumption behavior?

Does mindfulness training support more sustainable consumption behavior?

2. Is there a relationship between mindfulness competency and the attitude-behavior-gap concerning sustainable consumption behavior?

Does mindfulness training decrease this gap?

Expected Outcomes

Clarification of the relationship between mindfulness competency and sustainable consumption

Development of consumption-specific mindfulness training

Development of a research methodology to analyze effects of mindfulness training on sustainable consumption

Draw conclusion for ESC as well as mindfulness research and curricula

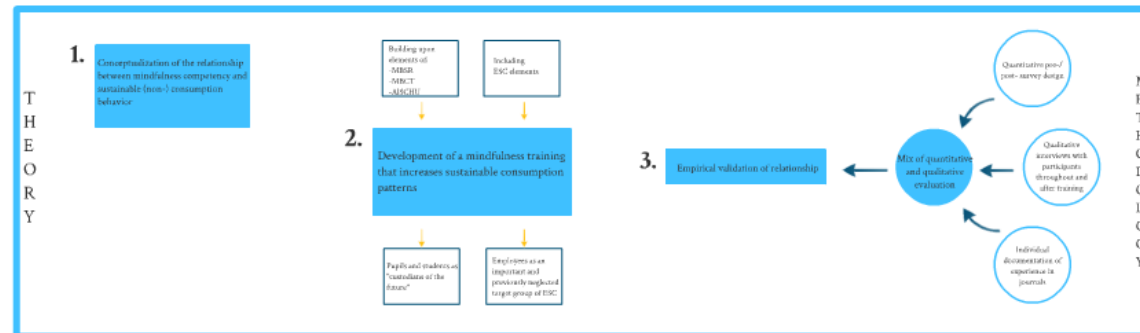


Questions &
Discussion

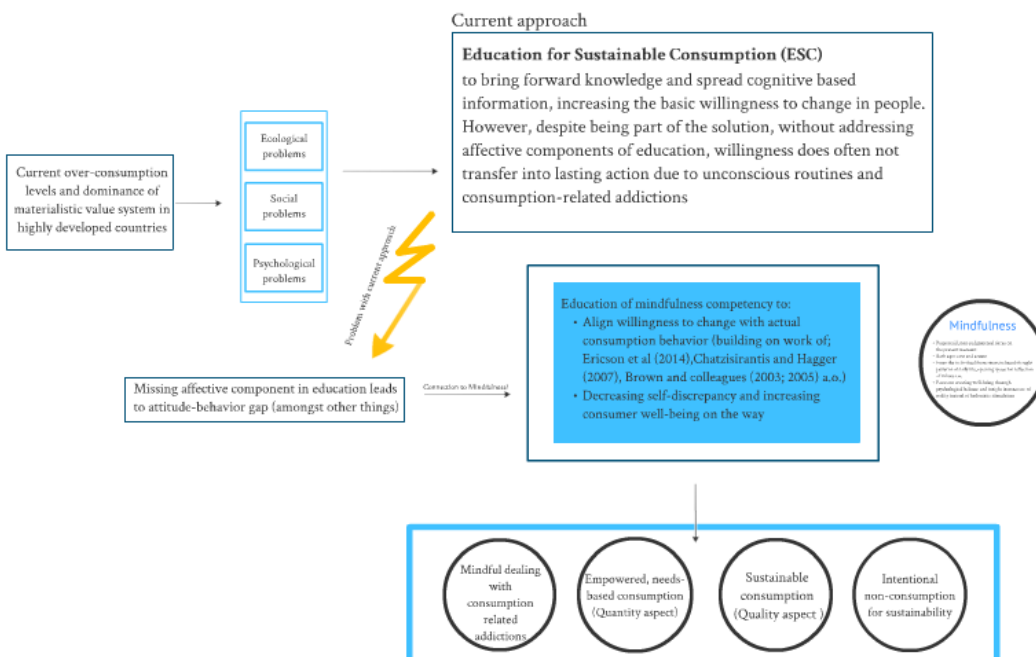
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