

Japan country case study: Progress in implementing Education for Sustainable Consumption

 **Dr. Hamax's**
four-frame comics about ECO-life
Dr. Hamax's ECO LIFE COMICS



ドードーアリン:「わあ、こんななんつとる」
地球:「地球です」
カオリ:「カワイイ...」
Dr. Hamax:「地球の苦しみをわかるようにしてみたんや」



Dr. Hamax:「おーい、お菓子いっぱい買ってきたで〜」



ドードーアリン:「なんたか熱くなって来たワァ〜」
ドードーアリン:「カー」
カオリ:「なにか原因があるハズよ!」



Dr. Hamax:「オウ! カオリも食うか?!」
ドードーアリン:「バリバリ」



カオリ:「これよ!」
「だれも見てないテレビ!」
「無駄なCO2が出る」
Dr. Hamax:「ホー」



カオリ:「ビニール袋ばかり使っているとCO2がたくさん出るのよ!」



Dr. Hamax:「ブチッ」
ドードーアリン:「元気!!」
カオリ:「みんなも見てないテレビは消そうね」



カオリ:「買い物に行く時はマイバッグをもってね」
「これ私のお気に入り!!」
Dr. Hamax:「ワシもマイバッグ持ったでス〜」

Compiled by Robert J. Didham - Education Policy Specialist, Institute for Global Environmental Strategies

This case study accompanies case studies from Mauritius and from Mexico.

All three case studies have been produced voluntarily, and are used as inputs to a report by PERL - the Partnership for Education and Research about Responsible Living.

16 April 2010

Japan Case Study on Education for Sustainable Consumption

(prepared for submission to CSD-18 by PERL)

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Further information reflected from: Chapter Seven by Mr. Yoshifumi Ayusawa and Mr. Masahiro Sato and Chapter Ten by Prof. Hideki Nakahara and Dr. Masahisa Sato; in Choi and Didham. *Education for Sustainable Consumption in Northeast Asia: Strategies to promote and advance sustainable consumption*. (IGES: 2010)

[<http://enviroscope.iges.or.jp/modules/envirolib/view.php?docid=2741>]

The promotion of Education for Sustainable Consumption (ESC) in Japan may be regarded as still being in an undetermined state but at the same time having a very strong foundation to build upon. There are several examples of good practice currently in place, however there is no consistency across the country or national regulations mandating ESC. Japan's strong foundation for developing and practicing ESC is formulated from three areas of current policy focus that are well developed: 1) Japan is a strong proponent of Education for Sustainable Development (ESD) and the UN Decade of Education for Sustainable Development (UNDESD) 2005-2014; 2) the promotion of green purchasing by government agencies is well developed and now also targets the corporate sector; and, 3) consumer education has a long history in Japan and is mandated as part of the national school curriculum. Sustainable consumption generally and ESC specifically are regularly addressed as subtopics of these three themes: ESD, green purchasing, and consumer education. In order to fully understand the current scale of ESC in Japan, it is necessary to consider how the promotion of sustainable consumption has evolved as a part of these related themes.

Education for Sustainable Development

Japan was a leader in proposing the resolution for the UN Decade of Education for Sustainable Development at the World Summit on Sustainable Development, held in Johannesburg in 2002. Since then, Japan has remained a leading proponent of UNDESD including the provision Funds-in-Trust for ESD to UNESCO by Ministry of Education, Culture, Sports, Science and Technology (MEXT) and support for ESD Program at the United Nations University (UNU) which includes the establishment of the Regional Centers of Expertise (RCEs). ESD has also been a very important topic domestically in Japan. The 2003 *Law for Enhancing Motivation on Environmental Conservation and Promoting of Environmental Education* by the Ministry of Environment (MOE) and the 2006 revision of the *Fundamental Law of Education* by the Cabinet Office both strengthen the provision of ESD within the national curriculum. In 2006, *Japan's Action Plan for the UNDESD* was prepared as the results of a special Interministerial Meeting and has led to the initiation of several ESD related projects in schools, higher education, and communities. In 2007, the Cabinet Office released *Becoming a Leading Environmental Nation in the 21st Century: Japan's Strategy for a Sustainable Society* which further elevates the importance of environmental education and ESD for achieving the desired future society in Japan.

Education for Sustainable Development has substantially influenced education policy in Japan, and it is also an area in which Japan has taken a leading international role. The practical applications of these policy changes regarding ESD are still trickling down through the system, but the number of projects has increased rapidly over the past five years. For example under MOE’s Vision of University-led Environmental Leadership Initiatives for Asian Sustainability (ELIAS) activities occurred to 1) develop model programs at higher education institutions which initiated with six projects in 2008 (including the Keio University Low Carbon Society Design Course and the Development of Cooperative Social Education Program for Environmental Leadership at Kochi University); 2) establishing government-industry-academia consortiums (initiated as Eco-LeaD – the Environmental Consortium for Leadership Development led by the Institute for Global Environmental Strategies); and, 3) building a network of Asian universities which was launched at the lead of the United Nations University as ProSPER.Net.

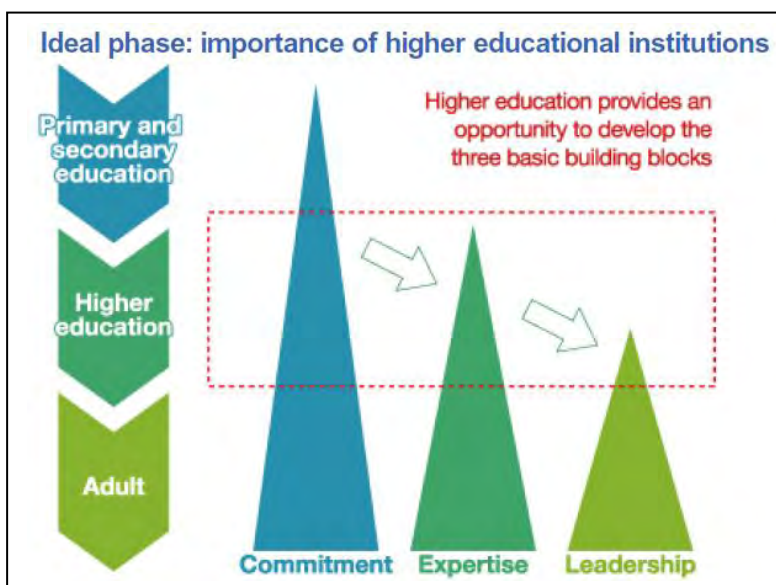
The conceptual framework identified in the Environmental Leadership Initiatives for Asian Sustainability (ELIAS) is typical of the Japanese government’s approach to ESD. The main focus of this initiative is to train future environmental leaders. However, the overall plan acknowledges a division between two categories of people and their required efforts to achieve sustainable development:

- 1) Environmentally-conscious citizens: people whose lifestyles have a minimal environmental impact.
- 2) Environmental leaders: leaders who have the ability to make the socioeconomic system more in harmony with the environment through environmentally-friendly products, services, businesses, technologies, and policies.

Substantial effort was put into investigating and formulating what would provide the most ideal environmental leadership training. Three steps or achievements were highlighted: commitment, expertise, and leadership (as seen in Figure 1). The first step is not only part of building leadership, but it is the main mechanism for cultivating environmentally-conscious citizens by rooting appreciation for life and nature into early childhood experiences. When students enter higher education, a broad range of general knowledge regarding the environment and sustainability should be made available, and for those who choose to pathways for pursuing advanced expertise should be clearly available. It has even been argued that all students attending Japanese universities should be required to receive a minimum level of ESD.

One critique that this approach permits is that a focus on training the environmental leaders of the future may limit the achievements that happen in the present. Take for example the explanation of ESD by MOE, “ESD consists of education and activities conducted with the aim of developing sustainable communities by connecting social issues to our lives and fostering individuals who can create a

Figure 1: Process Formulation for Environmental Leadership Training



Source: <http://www.env.go.jp/policy/edu/asia/>

better society”.¹ If these grand achievements are to occur, then educational efforts will have to influence people in terms of their daily lives, and it is difficult to imagine that for the average citizen a deep connection to the environment during their primary education will provide the knowledge of how to live in a responsible and sustainable manner. This role of connecting sustainability to the average person’s daily life is one that Education for Sustainable Consumption is ideally suited for.

Green Purchasing

The Green Purchasing Network (GPN) of Japan was established in 1996 at the initiative of the Environmental Agency as a collaboration of consumers, businesses and government organisations to promote green purchasing. GPN is a NPO that as of June 2009 had 3,000 members. The early efforts of GPN were to build consensus on the ‘Principles of Green Purchasing’, and from these principles GPN went on to create purchasing guidelines covering products in sixteen different categories. GPN has also developed a data base in which assessments of 11,000 products are provided in consistency with the purchasing guidelines. In 2000, the efforts of GPN were supported with the enactment of the *Law on Promoting Green Purchasing* by MOE which requires government agencies to purchase environmentally friendly products. To disseminate the purpose of this law and the purchasing guidelines, GPN now runs training courses six to eight times a year for purchasing officers in the government. The other notable outcome of the *Law on Promoting Green Purchasing* is that many companies have improved their products to meet the criteria of the purchasing guidelines, and this has helped to expand the quantity and quality of environmentally friendly products also available to consumers.

GPN represents a very successful case in Japan. One of the key factors in its early success was the achievement of strong multi-stakeholder collaboration that promoted many innovative activities. The coordinated efforts of these stakeholders served to stimulate each other and resulted in overall performance improvement. GPN was supported by MOE to collect and disseminate good practice through award schemes and seminars. The mandating of governmental green purchasing was the key factor in ensuring the long-term effectiveness of this project, but an additional factor that is important to consider is that the various stakeholders understood their roles and responsibilities clearly and were able to enact these with only minor changes to their normal operations. GPN also engaged in several important educational activities through promoting the green purchasing criteria to companies/product developers, training government procurement officers in the new criteria, international networking to share good practice, and also working to raise consumer awareness to the availability of green products.

Consumer Education

Consumer Policy in Japan extends back to the period of rapid economic growth in the 1950-60s when many consumer problems arose. A series of minor laws on consumer policy culminated in the *Consumer Protection Fundamental Act* in 1968. However, it was not until the 1980-90s that the connections between consumption and environmental problems (along with consumption-related diseases) became a primary focus of consumer policy. It was during this period that the importance of consumer education to encourage consumers to make informed choices and protect their safety was acknowledged. In 1990, the National Institute for Consumer Education was established by the Cabinet Office and in 1992 the first

¹ Ministry of the Environment. *Building the Sustainable Future: 39 key ideas for ESD – learning from the Japanese 14 model areas’ experience*.

UNDES Promotion Project, MOEJ: Japan, March 2009.

Consumer Education Curriculum was implemented in elementary schools. Environmental education is addressed as a separate topic and is required as part of the science curriculum under “Living Environment Studies”.

Since the enactment of the *Consumer Basic Act* in 2004, the promotion of awareness-raising and education regarding the impacts of consumption practices on quality-of-life (including environmental impacts) has been required and is directly incorporated in the national curriculum for Home Economics Education which is mandated for all students from 5th grade through senior high school. The new curriculum guidelines under the Basic Plan for the Promotion of Education (MEXT, 2008) promotes ‘capacity for living’ and sustainable lifestyles, and the new “Home Economics Textbooks” for Japan published in 2009 (by Tokyosyoseki) directly emphasises the concept of sustainable consumption. Thus, it is only in the past few years that ESC can be directly identified in the national curriculum of Japan, however it is possible to acknowledge that the idea of sustainability has been an evolving theme in consumer education for twice as long even though it is still not labelled directly as ESC.

The approach towards consumer policies that was adopted in the revised Consumer Basic Act is to support consumers to become independent and to educate them to make responsible decisions using their own judgment. Encouraging sustainable consumption is a key aspect of the revised version of consumer education. ESC is being promoted as part of this act in the form of promoting eco-labels, advancing the standard of eco-labels through adopting life cycle assessment (LCA), and providing an online eco-label database. However, there is also a deeper shift in the understanding of the consumer that the revision of this act demonstrates, in the past decade the conceptualisation of the consumer has shifted from being considered a resource user and waste produce to being a (responsible) consumer citizen.

This change in the approach to the consumer requires education to promote sustainable consumption because the consumer is viewed as having the independent choice to consume responsibly or not. This also requires that ESC explains the environmental imperative for sustainable consumption and at the same time addresses how daily life activities impact on the environment. Because ESC is placed solely in the discipline of home economics, many teachers are lacking the proper training to deal with the challenges and issues raised in this new mandate for ESC. If more cross-disciplinary parallels can be drawn with the science-based teaching of environmental education, this may help to provide a more holistic approach. It is also likely though that a general revision of the teacher training system and professional requirements will be necessary to establish the capacity to teach a well-integrated ESC curriculum. At present, home economics teachers are required to have knowledge of six subjects to receive their license: home management (including family relations and personal finance), clothing (including sewing), food science (including cooking and nutrition), shelter (including drafting), child care (including nursing), and home electricity.

Direct Promotion of Education for Sustainable Consumption

The framework under which ESC is developing in Japan is the three-fold combination of ESD, green purchasing, and consumer education. Educating consumers about sustainable consumption is a topic that has been addressed under each of these relative topics, and through this it is possible to identify several strong projects that are providing education on sustainable consumption. Nonetheless, ESC has yet to gain policy support as a stand-alone topic in Japan.

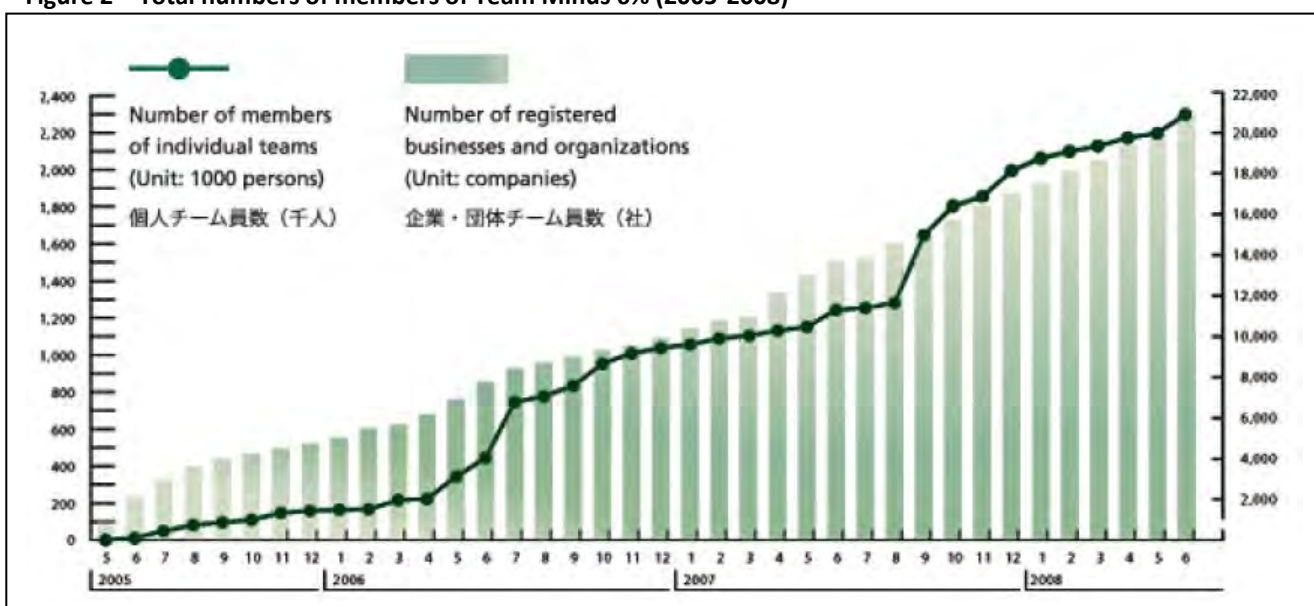
One of the specific areas of interest in Japan is the reduction of household CO₂ emissions. Three significant projects can be identified promoting ESC on this interest. First is the “Household Eco-account Book” which encourages families to track their resource usage and waste production and enables them to directly see their progress in reducing household CO₂ emissions. This project was initially promoted by MOE in 1999 through the publication of guidelines, but it has been further implemented by local councils, electric companies, and corporate employers. The second project is “Eco-Action Point” which provides economic incentives for purchasing energy efficient products and was initially launched in 2008 by MOE with a first year budget of approximately 2.95 billion U.S. dollars. In 2008, the Ministry of Economy, Trade and Industry (METI) launched a carbon footprint labelling scheme as a voluntary scheme for companies to include a label on products (especially food and drinks) to show how much carbon is emitted during the manufacture, distribution and disposal of the product. Closely linked to these projects are the strong promotion of waste management and the 3Rs (recycling) Initiative in Japan which has a longer and more developed history (the Containers and Packaging Recycling Law was enacted in 1995).

*An Example of Promoting a Sustainable Vision of the Future: Team Minus 6%*²

The Japanese government established a national project entitled “Team Minus 6%” in 2005 which aims for a 6% reduction of greenhouse gas emissions to mitigate against global warming as an international commitment to Kyoto Protocol. In consideration of the significance of global warming which includes impacts on socio-economic and public activities, this national project targets not only organisations including government and business sectors but also individuals, i.e. citizens. Therefore the Team Minus 6% ultimate goal is every citizen’s engagement and various civic actors’ collaboration.

The Team Minus 6% is a national project which strongly reflects the Japanese government’s vision for achieving low-carbon society entitled “The Innovation for Green Economy and Society” within the same context of the other national project “Eco-Action Point”. By orienting people with a clear vision of achieving a low-carbon society and encouraging them to take simple actions, the Team Minus 6% has shown a great success in spite of its short history in Japan.

Figure 2 – Total numbers of members of Team Minus 6% (2005-2008)



² URL Source: <http://www.team-6.jp/english/about.html>

Source: <http://www.team-6.jp/english/about.html>

The Team Minus 6% runs a membership joined by individual and business teams. An individual team unit consists of 1,000 persons and a business unit is based on its organisational member scale. All individual and business units are coordinated by a leader under the national team leader: an official national leader is the Prime Minister and the sub-leader is the Minister of the Environment. As a result, a total of 3,438,776 individuals and 34,892 business/civil groups have joined Team Minus 6% since its establishment in 2005 to date (see Figure 2 which includes the first three years of the project's running). In particular, to achieve the goals of the Team Minus 6%, there are six actions for CO₂ reduction. To support these six actions, the Japanese government have encouraged people to join the teams through campaigning and by providing relevant information through an official web-page:

- Set Air Conditioners
- Turn Off The Faucet
- Drive Your Car More Efficiently
- Choose Eco-Friendly Products
- Say No To Excessive Packaging
- Unplug Electric Appliances When Not in Use.

A Model of Public Governance: Multi-stakeholder Forum on Social Responsibility for Sustainable Future³

In March 2009, business associations, consumer organisations, labor unions, the financial sector, NPOs/NGOs, and the Government jointly established the "Multi-stakeholder Forum on Social Responsibility for a Sustainable Future" to address the wide range of social and environmental challenges for achieving sustainability that cannot be solved by the Government alone. This Forum represents a new model of public governance in Japan. The objective of the Forum is to produce a "Collaboration Strategy for a Sustainable Future" to serve as a general action plan for stakeholder collaboration on various social issues.

The Forum was founded on the principle that in order to build a safe, secure, and sustainable society, it is necessary for various organisations and individuals in society to participate in the process to realise this goal. However, none of these organisations or individuals play their roles in solitude or without cooperation. For example, eco-friendly production by a company is completed through the creativeness and endeavor of each employee, and therefore employers should facilitate a work environment in which everyone can make the most of his ability with challenge and pride. But such productions are unsustainable if there are not consumers who are willing to buy the products or investors who supply money to the company. Moreover, the prerequisites of such consumption and investments are the proper disclosure of corporate or product information and also the innovative movements of civil society to popularise new lifestyles which harmonize with ecosystems. Therefore, it is an essential condition that stakeholders cooperate with each other to create an environment which facilitates their roles in the process of realising a sustainable society.

Representatives who are chosen by each stakeholder group through a transparent, open and fair process participate in the Forum, share information and recognition through dialogues and state their commitments for the collaborations. The Forum is still in the process of finalising their main working agendas for the first Collaboration Strategy. During the proposal period though, almost all stakeholder groups including business associations, consumer organisations, the financial sector, NPOs/NGOs and the

³ URL source: <http://sustainability.go.jp/forum/>

Government have made similar proposals for Education for Sustainable Consumption as a main focus of their efforts. Moreover, it has also been proposed that the Forum focuses on citizenship education for sustainable development, especially “consumer citizenship education.”

*A Project to Root Appreciation for Life and Nature into Early Childhood Experiences: Junior Eco-Club*⁴

In 1995, the Environment Agency for Japan launched the project Junior Eco-Club with the aim to engender a life-long deep appreciation for the environment by encouraging enjoyment of nature and environment-based activities during childhood. The Junior Eco-Club targets elementary and junior high school students and the adults who assist them. This project is now supported by MOE to promote children’s voluntary environment related activities and studies in their local communities in cooperation with local governments.

Any elementary and junior high school student can participate in the club at anytime, and members engage in environmental activities like observing nature, conservation projects and recycling activities in their local areas. Students gain the help of adult supporters who are knowledgeable about environment. The Eco-Clubs further gain various cooperation and support from enterprises and private bodies. The activities the children engage in are voluntary and selected from their own interests. MOE also provides grants, materials and guidelines for various environmental activities to facilitate the good practice of these activities and their sharing between different Eco-Clubs. To date, there are currently 3,663 registered clubs and almost 180,000 individual members.



Current Effects of ESC in Japan

The Cabinet Office of Japan conducted an extensive survey of consumer behaviour across the country and produced *White Paper on the National Lifestyle: Prospects for Consumer Citizenship – towards a comfortable and mature society* in 2008.⁵ The findings of this study are that though consumer education has increased considerably in importance over recent history, there are no demonstrable effects of this on consumer attitudes or behaviours. When asked if they had received consumer education, only 11.4% of the total population and 45.3% of those aged between 15 and 19 years old (the age group that has received consumer education as part of the formal education curriculum) responded positively that they had

⁴ URL Source: <http://www.ecoclub.go.jp/>

⁵ URL Source: http://www5.cao.go.jp/seikatsu/whitepaper/h20/06_eng/

received it. There is limited evidence that suggests those individuals who have received consumer education were more likely to check if a product is environmentally-friendly during their purchase decision-making, however no significant increase in actual consumer competence was demonstrated for those individuals who had received consumer education.

This study did find though that there is an increasing motivation in consumers to serve society and a growing concern over social responsibility. At the same time, consumer decision-making maintains a primary influence based on personal benefits, thus it is more likely for consumers to demonstrate a sense of social responsibility by avoiding unnecessary consumption rather than choosing purchasing options that have a higher social/environmental benefit but also incur an increased financial burden. A more integrative approach between environmental education and consumer education specifically aiming at ESC could help to strengthen the consumer's sense of responsibility towards his own purchasing decisions.

Brief Comparison of ESC in Japan, China, and Republic of Korea

The Japanese government's attention to consumer and green purchasing issues has a long history as shown in the establishment of the Quality-of-Life Bureau in the Economic Planning Agency in 1965 and the Consumer Protection Fundamental Act in 1968. Citizens also became increasingly interested in eco-products as the Green Purchasing Network, Green Purchasing Law and Consumer Basic Act were established in 1996, 2001 and 2004 respectively. In comparison with development of ESC in China and the Republic of Korea led by the central government's strong regulatory promotions, it is noticeable that diverse social ESC projects have been implemented in Japan mainly at the lead of the Cabinet Office and MOE and also ESC within formal education led by MEXT. It was found among a majority of Japanese ESC practice cases that they have adopted strong tools to address individual psychological motivations towards consumption. It is notable that informational instruments are actively applied in these practice case to provide diverse choices to consumers in order to encourage them to participate in sustainable consumption for a long term impact. It is also notable that the Japanese cases promote a sense of "future vision" regarding the achievement of a sustainable society which is not found in any of the reviewed Chinese cases. Nevertheless, social and cultural factors are not as strongly addressed in Japanese cases as they are in Chinese and Korean cases.

Many of the main examples of ESC in Japan have to date occurred under the frameworks of the three related themes rather than as distinct ESC projects. However, this raises the question of how best to address and approach ESC as a subject. Should ESC be addressed as a stand-alone subject, or should it be integrated into existing frameworks such as ESD and consumer education? Depending on local and national contexts, there are likely to be a variation of answers to this question. For example, while consumer education in Japan is mandated in the national curriculum and it is possible to restructure the curriculum to include principles of ESC, in the Republic of Korea the main proponents of consumer education have been from the NGO sector and out-of-formal education. In the Republic of Korea, the opportunity to include ESC into policy has recently led to its addition to the country's policies for Green Growth and the newly conceptualised Education for Green Growth (EGG). While examples from China provide another direction in which sustainable consumption and resource management have been a key priorities of environmental education (and ESD) activities for the past ten years. The Green School model is initiated on the practice of managing a school's campus for energy efficiency and resource saving; this in turn builds a practical learning environment in which students can actively explore means to consume more sustainably.

Assessment of Current ESC Policy and Practice in Japan

*“Every individual performs both as a consumer and as a citizen in our society. As obvious as this may sound, the concept has not taken deep root with the people of Japan until very recently... Japan's transformation into a new consumer- and civil-driven society is more and more vital and would have a large influence on the global community”.*⁶

Education for Sustainable Consumption in Japan is occurring in the national school curriculum and in numerous innovative social projects. Efforts on ESC gain a strong impetus in Japan from the three well developed policy frameworks on Education for Sustainable Development, Green Purchasing, and Consumer Education. However, it is this same dependence on these existing frameworks that has led to some of the challenges that are acknowledged for ESC implementation in Japan. ESC has become integrated into each of these other concepts individually, but little effort has been made to cross-link ESC between these three distinct sectors. Furthermore, in formal education ESD is taught mainly as environmental education under the science curriculum and ESC is taught solely under curriculum for Home Economics. The lack of connection between environmental and social factors in the education system can be seen as one of the main barriers for successful ESC implementation in Japan.

Consumer education in Japan has traditionally been a minor area of social education, the focus of which is mainly on giving information or skills to the consumer that is needed to protect themselves in the markets. Although some descriptions concerning consumer education were added in the new curriculum guidelines adopted in 2007, schools and teachers lack the appropriate teaching and learning contents to form responsible consumers. The quality and means of education must be improved so that consumers think critically and make better decision which serves to advance a sustainable society. ESC as a concept needs to serve as a stimulus for restructuring the approach to educating responsible citizens. This would address ESC as a new interdisciplinary area of education integrating consumer education, environmental education and citizenship education. This would also address the development of critical analysis skills to develop independent consumer-citizens who can visualise the impacts of their daily life choices on the wider world around them.

Several good practice cases exist in Japan where the government has targeted the consumer at the level of the individual household in its promotion of sustainable consumption. The important educational value of this type of transformative practice in daily life should not be overlooked. By stimulating households to consider their energy and resource consumption, the government has effectively initiated a discussion with consumers regarding opportunities for and benefits of more sustainable practices. Sustainable consumption provides an educational topic for the wider theories of sustainable development from which the individual can apply direct practice to their daily life through sustainable consumption choices and in doing so begin to gain respect for the broader goal of transition to a sustainable society. From this perspective it is possible to postulate that ESC has a two-fold objective: first, to advance participation in sustainable consumption practices; and second, to provide a tangible entry into the wider ‘philosophy’ of sustainable development. The Japanese government has been successful in attaching a future vision of achieving a sustainable, low-carbon society to the simple actions promoted in their current campaigns which proves highly beneficial for engaging citizens in proactive behaviour.

⁶ Cabinet Office of Japan. *White Paper on the National Lifestyle*. (2008); p. 42.

Key Lessons Learned

- Better integration of disciplines is needed for effective ESC in Japan. An interdisciplinary approach to ESC could provide a more holistic understanding of the relationship between consumer and both social and environmental impacts of consumption.
- ESC must go beyond mere information provision and utilise the multiple instruments available to governments to influence consumption practices.
- ESC initiatives must recognise the factors of the social infrastructure that precondition consumption options and preferences.
- The consumer should be regarded as a socially responsible citizen who has an individual role in achieving sustainable consumption.
- A strategy for planning ESC that is holistic in addressing both issues of consumer behaviour and social infrastructure is needed.
- A strong vision of a future society that is based on positive improvements to the quality of life is important to integrate into campaigns on ESC.
- Further opportunities for regional networking on ESC will help to advance good practice in NE Asia.

Relevant National Policy Framework in Japan:

Cabinet Office:

Quality-of-Life Policy Bureau – established in 1965

2004: Consumer Basic Act

- Amended from Consumer Protection Fundamental Act, first initiated in 1968

2005: Cabinet Office supports development of Environmental Consumer Education, and started Teacher Training Course on Environmental Consumer Education in the following year

2006: Fundamental Law of Education (*revision of 1947 provisions*)

2006: Japan's Action Plan for the UNDESD

2007: Japan's Strategy for a Sustainable Society: "Becoming a Leading Environmental Nation in the 21st Century"

2009: Supports the establishment of the "Multi-stakeholder Forum on Social Responsibility for a Sustainable Future," as a major platform to encourage cross-sector cooperation for achieving sustainable consumption

Ministry of Environment (MOE):

Formed in 2001 from the sub-cabinet level Environmental Agency (originally established in 1971)

1993: Basic Environment Law

- Introduces consumer education into national curriculum

1996: Establishment of the Green Purchasing Network

2001: Law Concerning the Promotion of Procurement of Eco-friendly Goods and Services by the State and Other Entities (generally known as the Law on Promoting Green Purchasing).

2003: Law for Enhancing Motivation on Environmental Conservation and Promoting of Environmental Education

2006: Third Basic Environment Plan

2009: Revision of Basic Law on Promoting Green Purchasing

Ministry of Education, Culture, Sports, Science and Technology (MEXT):

2006: Revision of Basic Act on Education

2006: Started Teacher Training Course of Environmental Consumer Education

2008: Basic Plan for the Promotion of Education

2009: New Curriculum Guidelines emphasizing on "capacity to living" are being introduced into formal education between 2009 and 2013

Ministry of Economy, Trade and Industry (METI):

2005: Started Sustainable Consumption Project

2008: Started Carbon Footprint Labelling Scheme

Promotional Comics from Team Minus 6% campaign

To provide children with easy-to-understand information on global warming prevention measures.

★ **Dr.Hamax's**
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Dr.ハマックスの4コマエコライフ



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Source: <http://www.team-6.jp/english/comics.html>