



Partnership for
Education and research about
Responsible
Living



Proceedings of Session
**Education for Sustainable Consumption
in Northeast Asia**

at

The PERL International Conference
Enabling Responsible Living

Maltepe University – Istanbul, Turkey – 14-15 March 2011

Prepared by:

IGES
Institute for
Global Environmental
Strategies





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CONFERENCE ORGANIZERS AND SUPPORTERS



Partnership for
Education and research about
Responsible
Living



Enabling Responsible Living

14-15 March 2011

Maltepe University, Istanbul, Turkey

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INTRODUCTION

The Partnership for Education and research about Responsible Living (PERL) held their first international conference on 14-15 March 2011 at Maltepe University in Istanbul, Turkey. The conference entitled *Enabling Responsible Living* focused on the role of partnerships in enabling responsible living along with the contributions that can be made through research and education. The PERL conference follows on from the momentum of the six international conferences that were held by the Consumer Citizenship Network (CCN) from 2003 to 2009. This conference brought together 140 participants from 33 countries, and it provided a first opportunity for many of the participants from the European PERL project and the regional PERL networks in Asia-Pacific, Africa and Latin America to exchange views and experiences with one another. The conference participants were wide-ranging and included educators, researchers, students, professionals from business, civil society organisations and governmental organisations.

IGES had the privileged opportunity at this conference to support the activities and efforts of the Asia-Pacific Regional PERL Network by contributing to the organising and hosting of an extended presentation session, held over two back-to-back parallel sessions, at PERL's International Conference. Viewing the significance of PERL's efforts to promote and strengthen global efforts on responsible living and education for sustainable consumption, IGES joined the PERL network as an institutional partner in 2009. In June 2010, the initial organising meeting for the Asia-Pacific Regional PERL Network was hosted by the UNESCO Office, Jakarta in cooperation with PERL and UNEP, and IGES was happy to contribute as an initial organising partner. This meeting provided for the successful beginnings of a Regional PERL Network in Asia-Pacific with the development of a work plan, network agenda and research framework for the future activities of the network.

Education for Sustainable Consumption is an important research component at IGES, and through the cooperation of members of the regional network it has been possible to significantly extend our efforts and impacts in both the Asia-Pacific region and at the international level. The parallel session at the PERL International Conference provided a great opportunity to share the work that has been occurring in Northeast Asia on Education for Sustainable Consumption in partnership with the regional network. These proceedings have been prepared as a means to further communicate the lessons and good practices learned in this area on promoting sustainable consumption and responsible living.

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SUMMARY OF SESSION ON EDUCATION FOR SUSTAINABLE CONSUMPTION IN NE ASIA

The session on *Education for Sustainable Consumption in Northeast Asia* was held on the 15 March 2011 during the PERL International Conference at Maltepe University in Istanbul, Turkey as an extended session over two back-to-back parallel session slots. The session was organised with the support of the Institute for Global Environmental Strategies and presented research being conducted by members of the Asia-Pacific Regional PERL Network.

This session was chaired by Peter Gnielczyk, of the Federation of German Consumer Organisations. He opened the session by identifying its focus, themes, and main issues to be addressed. He also introduced the presenters for this session and the topics of their presentations. In addition, Mr. Gnielczyk highlighted that Asia generally, and East Asia specifically, are important regions for addressing aspects of sustainable consumption as consumption patterns here are rapidly expanding and the population of the region is almost two-thirds of the world's total.

Dr. Midori Aoyagi, of the National Institute for Environmental Studies (NIES) – Japan, provided a presentation based on the findings from the Japanese case of the Global Survey on Sustainable Lifestyles (GSSL) that NIES conducted with the support of the global initiative by UNEP-DTIE (Division of Technology, Industry and Economics). This study surveyed a sample of university students and young professionals deemed “the future decision-makers of Japanese society” on their opinions and attitudes towards the environment and sustainability in their daily lives. The findings of this study demonstrate that young Japanese professionals are interested in acting in ways that promote environmental sustainability. However, where possible they mainly opt for the quickest and easiest solutions, while cooperative solutions had little appeal which can be directly linked to a limited sense of social solidarity. At the same time, a longing for community and a sense of being connected was apparent, even though individuals' actions are often based on an attitude of not bothering other people rather than companionship.

Dr. Ke Yang, of the Beijing Municipal Publicity and Education Centre for Environmental Protection – China, made a presentation addressing how to strengthen partnerships to enable responsible living. She began by outlining current policy support for sustainable consumption in China and the difficulties that are faced in trying to shift consumer behaviour. The presentation then highlighted five key concepts in ESC that can direct effective policy formation and implementation: 1) environmental awareness, 2) interdisciplinary, 3) value-based, 4) creative, practical and relevant, and 5) respecting cultural diversity and indigenous knowledge. Dr. Yang went on to share several of the good practices that have been initiated by the municipal government of Beijing. The presentation concluded by highlighting the importance of multi-stakeholder partnerships for promoting sustainable consumption and enabling sustainable lifestyles.

Dr. Masahisa Sato and Prof. Hideki Nakahara, of the Faculty of Environmental and Information Studies at Tokyo City University – Japan, addressed the contributing factors for the promotion of

ESC based on extensive research into the current capacity and understanding of government officers for promoting sustainable consumption conducted over the past year. They began their presentation by explaining the background of consumer education and the more recent development of strategies for sustainable consumption in Japan. An innovative analysis was provided regarding types of education for responsible consumption through a four quadrant division divided by simple – complex actions on the horizontal axis and individual – systematic approaches on the vertical axis. From this analysis, we see that many aspects of ESC in Japan are still limited to a simple and individualistic focus, but at the same time it was also identified that several of the main government agencies, due to their own institutional focuses and capacities, provide quite unique approaches from one another. This led to a major conclusion in this presentation that better efforts need to be made to secure coordination across these different agencies so that together they can provide a holistic approach.

Dr. So-Young Lee, of Korea University and in collaboration with Consumers Union Korea, also conducted a year-long study on the governmental capacity for promoting ESC in Korea, and her presentation shared the findings of this study. This presentation shared the current strategies of the national government towards sustainability based on their Green Growth focus. However, it also demonstrated that the rise of Green Growth caused an overall de-prioritization of sustainable development and has led to confusion over the roles that leading agencies are expected to play. Dr. Lee also explained that civil society organisations and NGOs in Korea have a strong capacity in promoting sustainable consumption, which could be greatly supported through better government-civil society partnerships. Recommendations were also made for supporting public participation through lateral partnerships, and a need to overcome human resource limitations on sustainable consumption at the level of national government was also identified.

Dr. Robert Didham, of the Institute for Global Environmental Strategies – Japan, made a comparative study of the capacities for ESC implementation in the three Northeast Asian countries. The presentation was grounded on the presumption that national and regional policy for ESC is one of the powerful instruments to influence sustainable consumption behaviour at both individual and organisational levels. A capacity assessment was conducted based on four factors: institutional arrangements, leadership, knowledge, and accountability. Across all three countries, we see that although there have been impressive movements in forming strategies for sustainable consumption and production and also for developing green markets, the ability for implementing ESC and promoting sustainable lifestyles still remains limited. However, it was identified that one clear barrier is the over-burden that is placed on governments to be the main driver of transforming socio-cultural values as they pertain to consumption patterns. Furthermore, it was demonstrated how both the usage of multiple policy mechanisms and inter-agency coordination could provide better effectiveness for ESC implementation. The presentation concluded with a challenge for the country's and their citizens to clearly define what they are hoping to achieve through a sustainable consumption pathway as a means to bring more commitment and awareness to these objectives.

KEY MESSAGES AND RECOMMENDATIONS

The session on *Education for Sustainable Consumption in Northeast Asia* concluded with a discussion that identified several important recommendations for advancing the effectiveness of ESC implementation in Northeast Asia:

- 1) Partnerships between multi-stakeholders** should be encouraged for enabling and coordinating the promotion of sustainable consumption and responsible lifestyles. Partnerships between government – civil society – businesses – academia are especially important.
- 2) Inter-governmental coordination** on sustainable consumption can greatly increase policy effectiveness. As different government agencies have different capacities and strategic focuses, inter-governmental coordination provides an effective means to establish a holistic approach and the application of a diverse range of policy tools.
- 3) Integrate top-down and bottom-up approaches** for better influencing both individual and systematic change. In this process, local governments are identified as the key actor that has strong capacity for implementing wider government strategies on sustainable consumption while also working directly with community level initiatives for sustainable practices in daily life.
- 4) Link formal and non-formal education approaches** in implementing education for sustainable consumption. Environmental education and education for sustainable development should be better linked to the demonstration of how responsible practices in daily living can contribute to the objective of a low-carbon, sustainable society.
- 5) Develop a clear vision** of sustainable consumption to clarify the overall social goals that are being strived for. This process should directly engage citizen participation in defining the overall vision to increase ownership and empowerment.
- 6) Pilot ESC projects and strengthen communication mechanisms** with the cooperation of civil society and NGOs allowing them to be more readily adapted to meet the needs of the local contexts. Monitor and evaluate these pilot projects to develop a record of good practice. Sustainable consumption practices also need to be better communicated with the public, and new channels such as Eco-Product Fairs are one valuable opportunity. Multi-stakeholder partnerships can be a valuable resource for effective communication.





CONFERENCE PAPERS

on

**Education for Sustainable Consumption
In Northeast Asia**

AN ANALYSIS OF JAPANESE RESULTS OF THE GLOBAL SURVEY FOR SUSTAINABLE LIFESTYLES

Midori AOYAGI¹

National Institute for Environmental Studies, Japan

INTRODUCTION

The Global Survey on Sustainable Lifestyles (GSSL) was planned by UNEP-DTIE (Division of Technology and Industry and Economics, on behalf of the Marrakesh Task Force for the sustainable lifestyle. As a member country, we carried out the Japanese study, with cooperation of Dentsu Inc. We translated the questionnaires into Japanese, and recruited our respondents, and analyzed the data of GSSL Japanese responses.

OVERVIEW OF JAPANESE SURVEY

The GSSL questionnaires were planned and generated to members of UNEP-DTIE, sustainable consumption unit and GSSL working group. In each member country, GSSL local team translated and carried out the survey. For Japanese survey, a Task Force member from the National Institute for Environmental Studies and researchers of Dentsu Inc teamed up and carried out this survey.

This GSSL survey questionnaires consist of four parts (UNEP, 2010). The first part is about participants' profile (gender, age, etc), and identifies the individual's level of environmental awareness. The second part gathers information about young adult's opinions on their lifestyles, present and future, with a focus on three major climate change related topics: mobility, food and housekeeping. The third part invites commentary on visions of sustainable lifestyles through a series of nine 'scenarios'. They developed out of real case studies collected through the Creative Communities for Sustainable Lifestyles project. These 'scenarios' include social, institutional and/or technical innovations that are likely to affect everyday life in a sustainable way. Scenarios were presented in the format of 1-minute short videos – animated images – covering the three major themes of the survey. The last part introduces sustainability and sustainable lifestyles into the questionnaire to examine the participants' perceptions and reactions to them.

Survey was prepared in the autumn of 2008, and opened for UNEP-DTIE web site for responses on late January 2009. Survey web site has been opened for analysis from January 2009 to May 2009. We used UNEP DTIE's web-site, so that recruited respondents could choose their preferred language including Japanese when they began to fill out their answers.

¹ Chief of the Environmental Planning Section, Social and Environmental Systems Division, NIES

As the target of this GSSL survey is the so called “young professionals between 18 to 35”, we chose several channels to approach those targets, and finally our effective responses were 189.

- a) We asked organisers to distribute flyers at the annual meeting of an academic society, whose then-president was one of the members of SCP program at UNEP-DTIE.
- b) We asked several university professors who teach environmental classes to tell their students to respond to our survey: the University of Tokyo, Kyoto University, Hokkaido University, Sophia University, Chiba University, Waseda University, Keio University, and Tamagawa University.
- c) We asked the leaders of student organizations and academic programs including iPOS (Intensive Program on Sustainability at the University of Tokyo), *Gakusei Sanshiro* (one of the oldest student environmental organizations at the University of Tokyo), the Japan Model United Nations Society, and several networks of social survey researchers.
- d) We used the mailing lists of several environmental organizations, including Japan for Sustainability and the Daiwa environmental students’ program.
- e) The International Association of Universities (IAU) — Through the IAU, the Office of Coordination and International Affairs at the University of Tokyo asked professors to distribute our survey invitation to their students.

As our respondents are not randomly chosen by general public, and answers are not requested to fill out not only numbers but respondents’ views, this GSSL survey is not “quantitative”, rather “qualitative” ones. But in the recruiting process, we targeted “young elites”, we assume that our respondents will be a part of “future decision-makers” of Japanese society.

THE RESULT OF THE JAPANESE SURVEY

Respondent characteristics

Because of the nature of our recruitment (university professors, student organizations, etc.), our respondents are not randomly sampled general public, but highly educated and their parents are also highly educated and often work in management or in academic fields. We will show readers some attributes of our respondents.

Household annual income: Far higher compare to national average

As the majority of our respondents are university students, we use several official statistics to describe the attributes of our respondents. According to the General Survey of Schools conducted by the Ministry of Education, Culture, Sports, Science and Technology, 51.2% of high-school graduates went on to universities in 2008. According to the Survey by The Centre for University Management and Policies at the University of Tokyo (2005-2006), we found significant differences in university enrolments’ rates by household income. For example, for students attending the top universities in Japan, such as the University

of Tokyo, are grown by the wealthier families than average. A study of undergraduate students at the Campus life research Unit of University of Tokyo finds: 52.3% of students came from families with an income of more than 9.5 million yen, most frequently between 9.5 and 15.5 million yen. (90 yen=1dollar). This is obviously higher than the national average household income of 6.3 million yen.

Occupation of respondents' parents:

Our survey found: 42.6% of their fathers are management-level employees, 22.5% are technical professionals or work in professional fields, and 12.1% are academic employees. Again, these numbers are far from the national average. According to the 2000 Census, these occupations each represent only few percent respectively. Because of our recruitment methods, our respondents tend to be highly educated, from higher income families, and have parents who are more likely to have a higher status job.

Basic characteristics of our respondents

Our respondents are as follows. Males are slightly large number than female (58.2%). Less than half of respondents (42.9%) are between 18 to 23 years old, majority live in a megacity population more than 10 million, 37% are undergraduate, and 3.5% are post graduate of university, and 55.6% are students. Their majors were 16.4% sociology or anthropology, 14.3% business and economics, 11.1 environment or ecology, 10.1% engineering, 10.1% other. 38.6% receive family assistance for their living, and 68% live on their own salary.

For activities in organizations other than their current working offices, 31.3% answered that they do not join any organization, but 28.6% answered they join youth activities organizations. 34.9% answered they lived at current address one to four years, but 19.8% live there less than one year. Our respondents are quite “new comer” of the community where currently they live in.

“Connections” with people in the community

As we have already seen, our respondents live in their current address very short time. So it is easy to understand their connections with people in their community are not so strong.

The agreement for the phrase of “my local area is a friendly/pleasant place to live in “, 30% chose “I strongly agree” and 53% chose “I tend to agree” (this means more than 80 % think their place is pleasant place), but less respondents think that their local area is a community its strong solidarity and relationship, and also “most people who live in local area trust one another.” For the solidarity, the most chosen option was “I neither agree nor disagree”, the second was “I tend to disagree”. For the trust, the most chosen option was also “I neither agree nor disagree”, and the second was “I tend to disagree”.

Also, responses for the phrases of “I would feel comfortable asking my neighbours to keep an eye on my house and property when I’m away”, “If there is some trouble in my neighbourhood, I can count on my neighbours to undertake joint action”, “I often see new people in my local area,” for the “keep an eye”, the most chosen option was “I strongly disagree”(more than 50%), and for the “joint action”, the most chosen was “I neither agree nor disagree(about 28%)”, the second was “I tend to agree”(about 24%). For the “new people”, the most chosen option was the “I tend to agree (about 30%).

Those distributions show that our respondents do not have strong ties with people at their local community, although the places are pleasant place to live in. One of the reasons is they are also newcomers to the area they live now, and also, their way of living as we will see in this paper.

Respondents’ environmental awareness

As we can see in the table 1, our respondents’ awareness for the environment is high (fight environmental degradation and pollution e.g. climate change), but next to “reduce or eradicate poverty, the gap between rich and poor”, and is followed by the “combat crime, prevent conflicts”.

Table 1. Aware of poverty issues & Environmental issues

Q.10 Rank the following according to what you think are the most important priorities globally. (Results in %)							
	1	2	3	4	5	6	7
<i>Reduce or eradicate poverty, the gap between rich and poor</i>	30.6	3.2	5.4	4.3	10.8	4.8	2.7
<i>Combat crime, prevent conflicts</i>	19.4	27.4	21.5	16.7	8.1	5.4	1.6
<i>Fight environmental degradation and pollution (e.g. climate change)</i>	25.8	12.9	17.7	18.3	29.0	3.8	3.8
<i>Improve economic conditions (e.g. employment)</i>	9.7	25.3	18.3	11.3	5.9	7.0	4.8
<i>Improve and develop social services (education, health)</i>	8.1	12.9	14.5	27.4	23.7	11.8	2.2
<i>Spread democracy and freedom</i>	3.2	0.0	0.0	0.0	0.0	45.7	25.8
<i>Fight against inequalities between men and women</i>	1.1	17.2	20.4	16.7	11.3	20.4	57.5

RESPONDENTS' LIFESTYLES

Future lifestyles of their own

Table 2 shows the distribution of answers for the question of “In 10 years... What do you think your everyday life will look like?”. Most of them think their future lifestyle would be same as current one. About 14% answered that their lives would be slower and more sustainable. Phrases that our respondents used to describe their “sustainable lifestyle” includes “*A harmonious coexistence with nature and communities*”, “*Slow living*”, “*A culture which makes careful use of things in order to insure prolonged use*”, “*Alternative energy*”, “*A life style consisting of farming while working in a profession which one desires*”, “*Spend more time talking with family than watching TV.*” Although about 16% of respondents think their life would be busier, those phrases seem to indicate more relaxed, nature-oriented way of life.

Table 2. Future lifestyle of their own

	N=161
hardly differ from their present lives	28.6%
they would lead more fulfilling private live	21.1
their lives would be busier	16.1
their lives would be slower and more sustainable	13.7

Ideal way of living and the worst way of living

Before asking the sustainable lifestyle, we asked about images of ideal and worst way of living. For the answers to “What would be the ideal way of living for you?”, the top three responses are to live an enjoyable (happy) life, to lead an ecological and sustainable lifestyle, and to have free time to do the things that they like. The numbers of respondents who replied that they would like to live a cooperative lifestyle, would like spare money, and want to live closely with family were virtually the same. It can be seen that respondents want to lead spiritually rich, humanistic lives in a global environment surrounded by a moderate amount of things and money. Phrases that related to the sustainable lifestyles are: “minimal amount of things and money”, “dividing time between work and intellectual pursuits, self-sufficiency, and local production for local consumption”, “lifestyles which do not destroy the global environment”, “stable global environment”, “a society where nature, humans, and animals coexist in harmony.”

Then, the answers for the question of “What would be the worst way of living for you?”, the top three responses are, living in poverty, having poor relationships with people, lack of freedom, living without any goals or purpose, and living without any enjoyment. Although few, there are more people who are

concerned about environmental deterioration than wars (conflicts), meaning that environmental problems are leading to more realistic catastrophic scenarios than the concept of war. Many respondents are concerned with possible declines in the quality of eating habits.

Phrases that respondents are aware of seem to be “environmental destruction caused by personal greed”, ”environmental pollution”, ”no feeling of togetherness with living things or the environment”, ”global warming”, ”inability to depend on others if alone”, ”worries about food”, ”living in poverty”, ”Lack of peace”. It seems “loneliness” “poverty” are key words for them.

Comparing with respondents’ grandparents’ lifestyle

We asked respondents to compare their own way of life with their grandparents’ way of life by the question of “When they were young, how do you think your grand-parents’ daily life compared to yours? This would be a kind of “mirror” of young people’s current lifestyles.

There are many more descriptions of the past than the present. Although there were inconveniences, a lack of freedom, and poverty in the past, respondents highly value attributes such as interaction with others, the sense of gratitude people had for things, and their ingenuity.

Table 3: Phrases that express grandparents’ time in positive contexts

- Modest and frugal lifestyle
- People were grateful for things.
- People knew how to use what they had.
- Work was performed by hand.
- People did not consume so much.
- People lived in close contact with nature.
- People were considerate.
- People were perceptive to the pain of others.
- Energetic lifestyle
- People were thoughtful about their actions.
- People were enthusiastic about interaction with their families and neighbors.
- People had large families that were intimate.
- People were strongly connected together.
- Family members ate meals together.
- There was more of a focus on Japanese food.

Many referred to “consume less”, “family or community tie”, and “thoughtful” for describing grandparents’ time.

Despite being a time of material affluence, there were many negative comments made about the present way of living. It showed how respondents questioned living a life rich with things and information

Respondents referred shortage of materials, lack of freedom, inconvenient. But in referring those words, respondents criticizing current “affluent”, “too much consume” way of life of their own.

Table 4: Phrases that express grandparents’ time in negative contexts

- People did not have enough things.
- Economically deprived
- Turmoil during and after the war
- People had to make a maximum effort to survive.
- Things were inconvenient.
- Lack of freedom
- People were limited to a narrow range of activities.
- People were greatly burdened with housework.
- Women have a low status.
- People were cliquish.
- Since computers and the Internet did not exist, there was not enough entertainment available.
- Means of communication were insufficient.
- Undeveloped social infrastructure
- Information was not available from abroad.
- People could not be fashionable.
- People were unable to eat sufficiently.
- There were not many love-based marriages since many were arranged.

RESPONSE TO THE ‘SCENARIOS’

In the GSSL, we prepare 9 scenarios in total. Those are vegetable bag subscription, urban gardens and family-take-away for food scenario, car sharing, bicycle centre, and car-pooling on demand for mobility scenario, and energy management, urban composting and collective laundry for household scenario. Respondents are shown one of each scenario in those three areas, and then they are shown other one of rest of two scenarios in the same areas. So, each respondent was shown total 6 scenarios.

Food scenario

Most favourite: VEGETABLE BAG SUBSCRIPTION:

Although the ability to make direct purchases from local producers (local production for local consumption) and obtaining fresh, organic vegetables is attractive, many respondents complained about factors such as the inability to choose the types and amounts of vegetables desired.

Other scenarios: Although trends are also seen in housekeeping, it seems that there is a trend for others to meddle in private family lives and for people to be against drawing attention from others. The following answer seems to represent such trends: It is assumed that people should meet with neighbors and get along well. Although this is enjoyable, for people who return home late at night for reasons such as work and meeting people as well as those who would like to give priority to free time, visiting people's homes at set times may become a burden both physically and spiritually.

Table 5: Food scenario

FOOD	%	No	Yes	total
QUICK	VEGETABLE BAG SUBSCRIPTION	47.7	52.3	100.0
SLOW	URBAN GARDENS	69.2	30.8	100.0
CO-OP	FAMILY TAKE-AWAY	65.0	35.0	100.0
	TOTAL	60.2	39.8	100.0

Mobility

Most favourite: BICYCLE CENTER:

Many of the respondents chose bicycles since they are already using them at the present time. They have a favorable impression concerning arrangements for required maintenance. The current bicycling environment in Japan is still not well serviced (lack of bike lanes, many bumpy roads, and bicycle parking areas that are not maintained) and respondents feel that it would be good if they were serviced more.

Other scenarios: Since the majority of respondents live in the mega cities, their lives are not difficult without cars because they live in convenient areas where they can combine bicycle use with public transportation (subways, buses, and trains).

Table 6: Mobility scenario

Mobility	%	No	Yes	total
QUICK	CAR SHARING	40.0	60.0	100.0
SLOW	BICYCLE CENTER	44.2	55.8	100.0
CO-OP	CAR-POOLING ON DEMAND	75.0	25.0	100.0
	TOTAL	50.0	50.0	100.0

Housekeeping

Most favourite: URBAN COMPOSTING:

Respondents answered that they were aware of the realistic aspects of urban composting, such as being highly realistic and feasible, that they were aware of the large garbage issue, that they thought it would be good if they were able to recycle materials well, etc.

Other scenarios: Many respondents answered that they were not fond of the idea of energy management because it would interfere with their lives. Several respondents said that the reasons were due to privacy and related costs. Many people care about hygiene when it comes to laundry. They worry whether or not others would follow the rules properly (for example, placing muddy socks into wash loads). There were also people who answered, “There are people who do not want to wash their own clothes in machines that were used by others.”

Table 7: Household scenario

Household	%	No	Yes	total
QUICK	ENERGY MANAGEMENT	24.3	75.7	100.0
SLOW	URBAN COMPOSTING	44.8	55.2	100.0
CO-OP	COLLECTIVE LAUNDRY	78.3	21.7	100.0
	TOTAL	44.9	55.1	100.0

Findings of scenario choice

As table 5, 6, and 7 show, our respondents seem to be fond of “Quick” scenarios, vegetable bag subscription for food, car sharing for mobility, energy management for household scenario. There are other factors for each quick scenario, for example, vegetable bag and car sharing, those two scenarios are already in place in Japan, so that respondents were easy to imagine how system works.

Respondents seem not to be fond of “CO-OP” scenarios. In table 5, food scenario, 65% said “no” to “Family take away” scenario, although 69% also said “No” to Slow (Urban gardens) scenario. In Mobility scenario, table 6, 75% said “no” to “car-pooling on demand” scenario, which is also a Co-op scenario. In household scenario, 78% said no to the collective laundry scenario in household area. Some respondents pointed out that in CO-OP scenario, we need a kind of “system” that enable each scenario work. Respondents could not be sure those systems work well.

**Table 8: For you, what makes a way of living
“sustainable”?**

<i>the first things you could do?</i>	N=113	<i>what makes a way of living “sustainable”?</i>	N=113
Saving electricity, water....	28.3	Responsibility for future generations	47.7
Do not purchase wasteful things	23.9	Too luxury current lifestyle	21.6
Better understanding of Environmental issues	10.6	For the earth	21.6
Reduce waste	10.6	For myself	9.0

Sustainability and sustainable lifestyles

In the last part of our survey, we asked respondents their images of sustainable lifestyles (Tab. 8).

Answering the question of “*What would be the first things you could do in your everyday life to make your way of living sustainable?*”, we got those answers such as , saving water, electricity(28%), do not purchase wasteful things 24%. Those top two are about saving resources. But to our respondents, saving resources is not the only solution for sustainability. When asked “*For you, what makes a way of living “sustainable”?*”, the answers are “”responsibility of future generations” 48%, (quit from) too luxury current lifestyle 22%, for the earth 22%. Respondents are aware of current resource consuming lifestyle is not “sustainable”, and we have to think of the earth, future generations as well as respondents themselves.

CONCLUSION

Through GSSL, we discussed how young Japanese professionals think about their way of lives and sustainability. Our respondents are from relatively rich and highly educated background, and they have broad vision for sustainability. They are not only aware of environmental issues, but also aware of poverty, rich-poor gaps issues.

From this project, we realized several aspects which are very specific to Japanese respondents. One is recognizing current resource –consuming way of life, and admiring resource-limited, but family and community-tied traditional way of living. Usually, in the process of economic and social development, people have been trying to throw away old way of thinking, old way of living. We have old saying that is “He is rich that has few wants”. This saying is coming from old Chinese wisdom, Lao Tse. Although our respondents’ current living places are urban area, they hope to live in rural area in future, with their (future) family. Because they see urban lifestyle is not sustainable, nor healthy, nor enjoyable. They fear losing “freedom” of choice. So, they do not want to bother others nor to be bothered by others.

Another aspect is the loneliness of our respondents. They live in pleasant places, but very few connections with other people in their communities. This is one of the reasons why they hesitate to make efforts to build CO-OP scenarios, which we used in the survey. But it seems contradictory, but our respondents fears to be alone, disconnected with friends, according to their words of “the worst way of living”.

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STRENGTHENING PARTNERSHIPS AMONG SOCIAL SECTORS TO ENABLE RESPONSIBLE LIVING IN CHINA

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THE IMPORTANCE OF STRENGTHENING PARTNERSHIP FOR ESC

Sustainable Consumption is a broad issue and it can only be fully promoted, educated and implemented through partnerships and connections both in formal and informal way. Education for sustainable consumption aims to stimulate the individual's awareness to choose responsible, sustainable lifestyles. Education for sustainable consumption encompasses the following topics: *life quality, lifestyles, resources, economics, consumption and the environment, consumer rights and responsibilities, information management, health and safety, change management and global awareness*. It is because of the variety topics and links with other issues of sustainable development, no one social sectors can dress this task within its own field.

A strong partnership among the social sectors will be a necessity for the success of ESC at local, national and international level. The so-called 10-Year Framework of Programmes on SCP (10-YFP on SCP). UNEP and UN-DESA are the lead agencies, with the active participation of national governments, development agencies, the private sector, civil society and other stakeholders. This has given a good demonstration for the importance of partnerships in ESC at international level. According to the research on Education for Sustainable Consumption and Promoting Sustainable Lifestyles in China, Japan and Republic of Korea by IGES in 2009/2010, Education for Sustainable Consumption (ESC) is believed to be a strong supports to the transition towards a low carbon society through the realization of sustainable consumption patterns by directly influencing consumer choice and behavior⁴. Under this common realization on ESC, a regional partnership and cooperation framework is forming among the three countries.

The formation of human lifestyles is not only a result of education, but also influenced by natural and social environment as well as personal psychological state. A person's consumption decision is an integration of his/her knowledge, emotion, willingness (or choice) and behavior (or action). Different social sectors, such as commercial, educational, environmental, communication, NGOs are all responsible

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³ Beijing Municipal Publicity and Education Centre for Environmental Protection has become a partnership with UNEP/UNESCO in YouthXchange Project since October, 2010.

⁴ Robert J. DIDHAM, Concept Note for Northeast Asia Workshop on Education for Sustainable Consumption and Promoting Sustainable Lifestyles in China, Japan and Republic of Korea. December 5-6, 2010, Beijing China.

for ESC since they are all influencing people's knowledge, emotion, willingness, choice and behavior in consumption. It also needs to be noticed that, all these social sectors have their specific advantages and potentials in promoting ESC at local, regional and international level.

Partnerships are important as they allow institutions to learn by collaborating with others, experimenting with methods, materials and courses, and by researching what works. It will strengthen the capacity both institutional and individual in a multi-lateral way. When institutions commit to a network partnership, they will create legitimacy for themselves to be active members to innovate within this area. Building coalitions and partnerships between individuals and organizations working on issues of sustainable consumption can provide up-to-date information for active ESC participants and consumers.

A wide variety of partners (governmental and civil society organizations, media etc.) exist for all the ESC interests parties to cooperate with each other to improve the quality of ESC. It will contribute to bringing ESC into the eyesight of all the social members and put it into the priority of the issues of sustainable development. It can be established by several connection channels including online as well as face to face. Such partnerships can stimulate initiatives from local to international community.

POLICY SUPPORT TO THE ESC

Sustainable consumption and production are the two faces of the same coin. It is not wise to focus solely on one face (supply) while overlooking the other (consumption). Policies support to sustainable consumption and ESC should be developed simultaneously with the progress of sustainable production.

Sustainable production has attracted great attention from national and local authorities and relevant scientific, technical and management measures had been taken. Substantial capacity and best practices have been developed over the past decades with regard to sustainable production. In comparison, sustainable consumption is less addressed. Although sustainable products are becoming more and more available, consumers are not always aware of and willing to buy them. Therefore it is important to understand how to stimulate consumers' sustainable behaviour.

However, sustainable consumption and ESC has not been put forward as a priority both in environmental protection and education authorities at national level in China. Compare with the development of sustainable production, the effort for SC and ESC is rather weak. Despite increased awareness of the human impact on the environment and a greater focus on the consequences of individual lifestyle choices, sustainable consumption is still not always seen as a central topic in educational systems today and is not identified as a priority in national education policies⁵. Many aspects of sustainable consumption are already taught in schools, but ESC often remains sporadic or hardly visible due to a lack of cohesiveness

⁵ Education for Sustainable Consumption (ESC) - Background document for the thematic session ESC, International Conference on Education for Sustainable Development, 27-29 October 2008, Bordeaux (France), Proceedings of the Conference, p.465-491

and innovation. It has been recognized that “More sustainable consumption cannot be achieved unless business and governments understand what sustainable lifestyles may look like and then implement the necessary policies, products, services and infrastructures to enable behaviour and lifestyle change.”⁶ ESC is facing great challenge both in developed and developing countries.

The recent OECD review of national consumer education policies demonstrates that central governments often play the leading role in promoting formal consumer education⁷. At the regional and local levels, authorities also carry out these ESC policies in their areas and when consumer education is fully decentralised, cooperation with local consumer and citizen groups is reinforced. However, in most of the countries surveyed by the OECD, consumption is included as a non-compulsory topic in primary and secondary schools and is rarely addressed in higher education. As to education for sustainable development (ESD), it can be progressively integrated into education policies. ESC first needs to be given the coherence and consistency it currently lacks in national education policies at the primary and secondary levels.⁸

Great obstacles will be met for ESC in formal education since sustainable consumption will demand an appropriate reorientation of formal education, both in terms of institutions and curricula. It is much more difficult under the present education system in China. Strong policy support both at national level and local level to integrate ESC into curricula and school education will give more opportunities for ESC in formal education area. ESD had been mentioned in the Chinese Long-term Development Plan for Education issued by the Ministry of Education in China which can be a good opportunity to promoting ESC within the present policy scheme.

At informal education and social communication area, there are much more opportunities for sustainable consumption. An overview to the papers and relevant documents at the “Seminar on Policy Instruments on Sustainable Consumption” hosted in Seoul in 1995, “China’s First Forum on Sustainable Consumption” hosted in Beijing in 2002, and UNEP “Ministerial round table” in 2004 found that, the focus on sustainable consumption policy framework are mainly “to change the traditional patterns of consumption” which reflected in the contemporary international trends in consumer restructuring and development of a new system of collection of eco-consumption patterns. But it did not reveal the diversity consumption characteristics at different economical, social and cultural background. It is surveyed that, for the consumers’ awareness, 77% consumers in the United States, 82% in Germany, 94% in Italy and 67% in the Netherlands would consider environmental factors when purchasing while this percentage in China is no more than 20%.

⁶ EDUCATION FOR SUSTAINABLE CONSUMPTION, a document written by Victoria Thoresen and David Chittenden (PERL), Andrea Innamorati (Italian Ministry for the Environment, Land and Sea), Fabienne Pierre and Morgan Strecker (UNEP) and Bernard Combes (UNESCO), April 16, 2010

⁷ OECD, Directorate for Science, Technology and Industry, Committee on Consumer Policy, Consumer Education, draft report and background document for the OECD CCP Joint Conference on Consumer Education, October 2008

⁸ Ibid 4.

But when we look at the lifestyle in reality, Chinese people are used to have a more natural lifestyle in their choice of food, clothing, daily necessities and household appliances because of their cultural and traditions. But with the coming of some concepts such as eco-products or organic foods, sustainable consumption is connected with expensive luxury and gifts, especially in health care products, cosmetics, building materials which divide the products with normal consumers. With the promotion and popularizing of One Yuan Energy-saving Lighting Bulb project in Beijing and other cities, people realize that sustainable consumption is not far away from their daily life. It is not only for the health and benefits for themselves, but also for the health and benefits for the future and the earth. In this case, we can see that the policy instrument and theoretical innovation for sustainable consumption is urgently needed.

PRESENT SITUATION & OBSTACLES TO STRENGTHEN PARTNERSHIPS FOR ESC

Here are some key concepts in ESC. We can find that various opportunities are there to build partnerships to make contribution to it.

Environmental awareness

ESC examines humanity's relationship with the natural environment and recognises that humans, like all species, depend on a healthy environment for both survival and prosperity. Scientists, school teachers, environmental organizations, public media, etc. can deliver the information to the youth and the public to help them to enhance their environmental awareness.

Interdisciplinary

ESC is interdisciplinary – central topics of sustainable consumption cover many physical and social studying areas, and elements of ESC can be found in different subjects of formal curricula. Many education areas such as environmental education, consumer education and civic training can all provide the backbone of ESC and integrated approaches are needed to build a more sustainable model in our daily lives. Establishing partnerships in ESC will benefit for the common understanding among stakeholders to have interdisciplinary cooperation. Scientists and sociologists, school teachers of various subjects, environmental and civic organizations are indispensable in the partnership.

Value-based

ESC promotes the basic values debate about quality of life. It help people for reconsideration of values of nature, species and human, as well as their spiritual value including honesty, integrity, compassion, justice, freedom and peace which are essential for sustainable, responsible consumption. It is not only the responsibilities of school, but also responsibilities of many social sectors such as scientists and

sociologists, politicians, public media, and social organizations, since they all have deep influence on people's views and values on the world.

Creative, practical and relevant

There is no one right answer for what is sustainable lifestyle. Although theoretical knowledge, scientific data and social values form the foundation for ESC, it also requires an understanding of the changing conditions which create the social and economic landscapes in which individuals live and relevant to their daily lives. Stimulating innovation and collaboration is an important aspect of ESC. ESC activity should include personal and group action which motivates them to take responsible lifestyle. Social groups of various kinds will be the root and will strengthen each other in the partnership.

Respecting cultural diversity and indigenous knowledge

With the commercial globalization, individuals around the world are constantly exposed to messages of modern consumption patterns which require themselves to critically analyze, relearning and reorganizing in a wider contexts. ESC respects the diversity of cultures and ways of living. Partnership in ESC will encourage stakeholders with different lifestyles to listen to each other, learn from each other and care for each other. Governments, commercial and business sectors, social departments and NGOs, public media will contribute to form the social atmosphere of resection of diversity.

The stakeholders and their contributions above mentions are only some typical representatives in the partnership for ESC. It is because ESC is a Life-long learning process for individuals and institutions; it can therefore not just be confined to schools but to involve kinds of social partners as much as possible to cooperate to raise the public awareness of sustainable lifestyles.

“DRIVING ONE DAY LESS” INITIATIVES IN BEIJING AS A CASE FOR THE STRENGTHENING PARTNERSHIP FOR ESC

“Driving One Day Less” Initiatives in Beijing is a very influential ESC initiatives which successful demonstrate how to strengthening partnership.

Background of the Initiatives

Beijing is one of the most developed cities in China with tertiary industry accounting for 73.2% of its GDP. In 2009, Beijing's nominal GDP was 1.19 trillion RMB (USD \$174 billion) with GDP per capita 68,788 RMB (USD \$10,070). Urban disposable income per capita was 26,738 Yuan. Beijing is the model

to follow in every sense in China given its dominant political and cultural position in China. The action proposed in Beijing will have a strong effect on other cities in the country.

Twenty years ago there were almost no private cars in Beijing. In 2010, there are over 4 million, with an additional 1,000 cars hitting the roads every day which make the city suffer an average of five hours of congestion or more. Car emission has also become a heavy burden on the air quality in this city. The city has tried to alleviate the problem by expanding roads and public transport. A number of steps have been taken in the past few years to ease traffic congestion, and has now resorted to a highly unpopular policy of limiting the number of new vehicle registrations. The municipality has capped this year's new vehicle licences at 240,000 - a sharp fall from the 750,000 licences granted in 2010.

Under this background, "Driving One Day Less" was initiated by Beijing local Auto-friends Clubs, environmental NGOs, University students groups, public media, enterprises and governmental authorities. Beijing Municipal Publicity and Education Centre for Environmental Protection is the central organizer. The partner organizations and units in this initiative have reached 1398 until now.

"Driving One Day Less" is totally a voluntarily activity initiated by the local people. It is different from the Car-Limitation Days issued by transportation authorities. Beijing drivers all have one Car-Limitation day each week when they cannot drive during the busiest hours determined by their license plate number. "Driving One Day Less" initiative was started in 2006, two years before Beijing Olympic Games. It aims to call citizens, especially car owners to "Driving One Day Less" to lighten the traffic and improve the air quality to contribute to the Green Olympic.

Target of the Initiative

- Reduce car emission and improve air quality.
- Reduce fuel consumption and save energy and resources.
- Reduce road traffic and improve transportation efficiency.
- Set a platform for auto-culture show and enhance car owners' responsibility as a citizen.
- Prepare for the Green Olympic and integrate green concept into daily life.
- Explore a green transportation model for Beijing

Strategies

- Voluntarily and folk-based participation without any enforcement.
- Free options on participation time and activities with combination of separate activities and showcases.
- Without the costs of working efficiency and life quality.

Main activities and Achievements

- June 5, 2006, “For one more blue sky in our capital city, we driving one day less” activities, 200,000 car owners walked to their working place instead of driving cars.
- November 3-5, 2006 “Green Transportation, Running to the green Olympic, Driving One Day Less”activitie.
- June 2, 2007, “Green Transportation for Olympic, Driving One Day Less, Bicycling around Beijing” activities.
- April 12, 2008, “Driving One Day Less, Lets Planting Trees” activities(tree planting each year on 2008, 2009 and 2010.
- June 5, 2009 “Driving One Day Less, Bicycle tour at the Grand Canal”
- September 19, 2010, “Driving One Day Less, Low Carbon Public Transportation IC Card” were issued. 2000 card were sold with 20 yuan donation from each card buyer to the low carbon projects.

CONCLUSION

ESC, through policy-making and pilot projects, can only be done with the support and cooperation of governments, regional and international organizations and civil society organizations.

Pilot projects to integrate sustainable consumption in the informal education sector, through the promotion of eco-initiatives and the active participation of citizens, especially youth, are essential and can have instant social effects. Pilot projects involving citizens, NGOs, environmental groups, but also involving local media and authorities. They are all important to influnce more people and devlop tools and approaches to ESC that can be best adapted to their own situation.

The formation of human living behavior is not only a result of education, but also influenced by natural and social environment as well as personal psychological state. A person’s consumption decision is an integration of his/her knowledge, emotion, willingness (or choice) and behavior (or action). Different social sectors, such as commercial (shopping malls), educational (schools), environmental (MEP/EPBs), communication (public media), NGOs are all responsible for ESC since they are all influencing people’s knowledge, emotion, willingness, choice and behavior in consumption.

The case study on “Driving One Day Less” Initiatives current practiced in Beijing demonstrates the strategies and mechanisms to strengthening partnerships among social sectors for promoting sustainable consumption and lifestyles awareness and behaviors with specific initiatives. It will enrich the experience in implementing ESC or other forms of promoting SC, sustainable, and responsible living, which can be considered and adapted by other initiatives or situations elsewhere.

CONTRIBUTING FACTORS FOR THE PROMOTION OF “EDUCATION FOR SUSTAINABLE CONSUMPTION” IN JAPAN

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INTRODUCTION

In Japan, responding to the Agenda 21 proposed at the WSSD in 1992, Japanese Government submitted a report as national reaction to the UN initiatives. The Ministry of Education, Culture, Sports and Science and Technology (MEXT) introduced “consumer education” in school curriculum. Green Purchasing Network (GPN) was established in 1996, in cooperation between non-profit sectors and business & industries. The 1st Eco Products Fair was also held in the same year with support of business sector. Mandate of the Green Purchasing Law enacted in 2000, contributed to the dramatic dissemination of activities among local governmental sectors. Fundamental Principles of the Treatment for Global Warming (Aratana Chikyuondankataisaku Taikou) was set in 2002. In this Principle, it is stated that the promotion of collective action inviting all the stakeholders, such as national, local, business & industries and citizens, and the expectation of changing lifestyles as transition of consumption and production patterns. In the years of 2000s, some initiatives have started by different governmental institutions, such as the Ministry of Economy, Trade and Industry (METI), the Ministry of Education, and Cabinet Office.

Institute of Global Environmental Strategies (IGES) started to conduct tripartite (China, ROK, Japan) comparative cases study on ESC in 2010, entitled “Research on Promoting Sustainable Consumer Behaviour & implementing Education for Sustainable Consumption (ESC) in China, Japan and Republic of Korea”. The objective of the research is to conduct an assessment of current governmental capacity for effective ESC implementation and to identify pathways for improving overall performance. The main research will be conducted by questionnaire survey and interviews with relevant government officers. The findings from this research identify the key aspects of the current governmental context for promoting sustainable consumption and consumer awareness raising (including relevant policy frameworks, overall strategies, understandings of government officers, and barriers and obstacles to implementation). It is expected that the outputs also give consideration to opportunities for better policy integration between wider SCP policies and specific ESC initiatives.

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In this paper, the authors introduce some research findings on ESC governmental capacity in Japan, as a part of IGES Tripartite Comparative Case Study on ESC Governmental Capacity. It is targeted to the key governmental players which include: Ministry of Education, Culture, Sports and Science and Technology (MEXT), Ministry of Environment (MOE), Ministry of Economy, Trade and Industry (METI). In particular, it introduces some contributing factors which promote “Education for Sustainable Consumption (ESC)” in Japan, in the area of political & social systems; institutional management, and personal & individual practices. After the identification of Japanese type of ESC mapped into the quadrants, each case was analyzed with IGES assessment framework (Choi, M. & Didham, R. 2009)¹¹.

EDUCATION FOR SUSTAINABLE CONSUMPTION IN JAPAN

Consumer Education, its origin

The first wave of consumer education in Japan began in the 1960s with consumer protection administration within various ministries and agencies. From the time the Consumer Strategy Commission was created in 1963, there was someone responsible for consumer education. The basic approach to consumer education (CE) at the time was to solve problems facing consumers. Solving a modern social problem such as consumer issues was an extremely practical idea for social reform. The level to which consumer consciousness and consumer rights could be raised was the key to consumer education; this was based on the idea that consumption was a social reform issue and that the socio-economic structure of mass production, mass circulation and mass disposal was creating the problem. Because of this, becoming aware of one’s rights and recognizing the structural nature of modern social problems is the root of consciousness. Awareness of consumer rights became the golden road to solving consumer problems based on a distinctly modern rational educational theory that assumes if a person understands the structure and essence of a problem, that person will increase their awareness for their rights.

The basis of consumer rights theory is one of consumer vulnerability. Behind this is the mentality that the government should protect the vulnerable. In modern economic society we think of the relationship between corporations and consumers as equal; the premise is that both a purchaser and a seller willingly enter into agreement with equal rights. However, the reality is that manufacturers have deep knowledge about their product content, production process as well as their strengths and weaknesses, and there are a number of cases arising where consumers are being treated as ignorant. Fair and level interactions are not occurring. The mainstream conception that the consumer protection administration’s role is to reduce the number of consumer victims came from these exact types of situations.

¹¹ Choi, Mee Young and Robert J. Didham (2009) *Education for Sustainable Consumption in Northeast Asia: Strategies to promote and advance sustainable consumption*. Hayama, Japan: Institute for Global Environmental Strategies.

CONNECTIONS BETWEEN CONSUMER ISSUES AND ENVIRONMENTAL PROBLEMS: FROM CONSUMER AS VICTIM TO CONSUMER AS PERPETRATOR

In the 1970s when pollution came to the forefront of societal problems in Japan, it gradually became clear that through the use and disposal of products consumers were generating a huge impact on the environment, especially the processing and disposal. As a result, the issues facing consumers no longer centered on consumer vulnerability and consumer protection but the issue of consumer environmental ethics emerged. This was a transformation in how we see the consumer. We moved from an era of seeing the consumer as vulnerable and as a victim to an era where the expectation is for individuals to have social and civic responsibility and for environmental protection as the first standard for consumer behavior in a collaborative society, and in which environmental protection is demanded through consumer behavior. In the early 1980s the “Consumers Vote with their Wallets (yens’ voter)” campaign questioned consumers about which products they chose and purchased as well as raised questions about civic awareness. For example, we began to see initiatives by consumers attempting to stop environmental destruction by saying no to corporate products that pollute and destroy the environment, such as was the case with the ban on synthetic detergents and water pollution at Lake Biwa. From this example we can see that the primary issue is not with harm to the individual but the problem shifts to an emphasis on consumer behavior and the individual creating no burden whatsoever on the public. If you are thinking about consumer issues with a focus on product defects and flaws, no discussion or debate arises about what consumers choose or purchase. Environmental consumer education is the process of consumers proactively selecting and purchasing items, learning about the basis and standards for selecting and purchasing these products and connecting what they learn to action. Selection value and value standards are both at the foundation of education for sustainable consumption (ESC).

ESC ASPECTS IN FORMAL EDUCATION CURRICULUM

Efforts to integrate consumer education within formal education came on the scene in the 1948 text book *Democracy* under the heading “Consumer Protection,” which was published by the General Headquarters Ministry of Education (currently the Ministry of Education, Science, Sports and Culture) immediately after the war. Reports on consumer education came out in succession in the 1960s including from the Ministry of International Trade and Industry’s (currently the Ministry of Economy, Trade and Industry), Commission on Industrial Structure in 1965 and the Economic Planning Agency’s (currently the Cabinet Office), and Commission on Citizen Living in 1966. The *Basic Law on Consumer Protection* was enacted in 1968 establishing that, “The national government will take necessary measures such as providing information and disseminating knowledge about products and their services, promoting outreach activities for consumers about life planning, and enrich education related to consumer living in order for citizens to have independence and to carry-on healthy consumer living.”

The importance of consumer education in formal education was taken on in a meaningful way in 1986 when the Commission on Citizen Living made a formal request concerning “Consumer Education in Schools” to the Ministry of Education’s Curriculum Council. In 1989 the Ministry of Education announced its new curriculum guidelines that included the enrichment of consumer education.¹² In September 1988 the Commission on Citizen Living made a concrete recommendation to support consumer education and on February 23, 1990 the Ministry of Economy, Trade and Industry and the Ministry of Education established the jointly administered National Institute on Consumer Education. The late Economic Planning Agency Director Takahara appointed NAKAHARA Hideki (one author of this report) to be the first research director in charge of the institute. Thereafter, the Ministry of Education introduced *yutori kyoiku* (a more free/relaxed approach to education) in its revised curriculum guidelines in 1999, which resulted in a decrease in time for consumer education related subjects such as home economics and social studies.¹³ However, in 2003 NAKAHARA and others published *Consumer Life* the first Ministry of Education approved text book on consumer education, which included sections on “the environment and consumers” and “sustainable consumption.”

In 2004, the *Basic Law on Consumer Protection* was amended and became the *Basic Consumer Law*. The following year, the Basic Consumer Plan received cabinet approval. In “Basic Direction of Consumer Policy (2) Prepare Foundation for Consumer Independence,” the plan specifies that, “by providing opportunities throughout life for consumer education in various venues—such as at work, for families, in communities, and in schools—all consumers will be able to gain the knowledge necessary to prevent consumer trouble.” The plan also indicates that strengthening the strategy for promoting consumer education is an urgent issue and suggests improving opportunities for receiving consumer education by systematization and through training, support, curriculum development and delivery for the next generation of consumer education professionals.

CURRENT GOVERNMENTAL STRATEGIES FOR PROMOTING SUSTAINABLE CONSUMPTION

National level

Consumer Education Administration (Cabinet Office)

From the beginning, the Economic Planning Agency (currently the Cabinet Office) – the agency overseeing The *Basic Law on Consumer Protection* – had introduced consumer education as a preventative measure for consumers. Thereafter, along with the collapse of Japan’s bubble economy, responsible consumer behavior was demanded of people through the “Consumers Vote with their Wallets

¹² *Gakkou ni okeru Shouhisha Kyouiku ni Kansuru Sougou Chousa (Comprehensive Survey on Consumer Education in Schools)*, Shouji Houmu Kenkyukai, 1989.

¹³ *Gakko ni okeru Shouhisha Kyouiku no Shien Housaku Kenkyu (Support Strategy Research for Consumer Education in Schools)*, National Institute on Consumer Education, 1992.

(yens' voter)" campaign. In other words, awareness as consumer citizens was beginning to sprout. As a result, the Japan Academy of Consumer Education began research towards the introduction of consumer citizenship education. Today consumer education is established and being implemented as adult education at 240 locations throughout Japan but even today there is still a focus on preventing harm to consumers rather than an environmental shift to sustainable consumption. The idea for consolidation of consumer administration that became clear under the Fukuda administration became reality on September 1st 2009 with the creation of the Consumer Affairs Agency and the Consumer Commission. As a result of Consumer Affairs Agency related legislation (*Consumer Safety Act, Act to Establish the Consumer Affairs Agency, Proposed Law Related to Preparation for the Law to Implement the Act to Establish the Consumer Affairs Agency*) passing in the Japanese Diet, the agency that had oversight over citizen living and consumer education, formerly the Economic Planning Agency Citizen Living Division, was dissolved.

Consumer Education Administration (Cabinet Office Consumer Affairs Agency)

Since 2009, the Cabinet Ministry's Consumer Affairs Agency Planning Division has been operating a portal site that offers consumer education information in four categories: safety, agreements/negotiations, information and the environment. Each category allows users to search through educational materials, introduce activities, introduce workshop content, and access a game corner, illustration collection or dvd corner. These efforts do not equate to education for sustainable consumption but "environmental objectives" of consumer education are outlined as follows, "individual confirms environmental product information and is able to choose the environmentally friendly product at the stage of purchasing. Treat possessions with care, be aware of the impacts consumer living has on the environment and dispose of things properly when using and throwing products away. Individuals are able to cooperate and participate in environmental conservation related to consumer living and aim for a sustainable society," and the objectives and contents of each of the sphere's (environment) goals have been established; (1) objective 1 - Students confirm environmental product information and select environmentally friendly products; (2) objective 2 - When using and throwing away products, students treat them with care, are aware of the impacts consumer living has on the environment and dispose of things properly; (3) objective 3 - Confirm environmental product information and select environmentally friendly products when purchasing (<http://www.caa.go.jp/kportal/ryouiki/environment03.html#lesson>).

Environmental Economics and Policy Administration: Sustainable Consumption and Production (METI)

The Ministry of Economy, Trade and Industry (METI) has made sustainable consumption and production research and the promotion of environmentally friendly products industrial policy. Since immediately after the Rio Summit in 1992, the advancement of eco innovation for environmentally friendly products kicked off as a part of industrial policy. One concrete outcome in 1999 was the Eco Products Exhibit, which helped create a green market for environmentally friendly products and continues to be hosted annually. Today almost 200,000 participants attend the exhibit and represent diverse stakeholders, not just industry.

One can imagine the height of interest in the event. Following the Marrakech meeting in 2003, METI started a collaborative project on sustainable consumption with UNEP and is already researching consumer receptivity, which has had a strong influence on the introduction of life cycle assessment (LCA) to the industrial world and contributed greatly to the development and system building for carbon foot printing, which focuses on preventing global warming.

Environmental Policy Administration (Ministry of the Environment)

In addition to overseeing the environmental label “Eco Mark,” and having jurisdiction over the *Green Purchasing Law* and the *Green Contract Law*, the Ministry of the Environment implements sustainable consumption and production policy towards the promotion of environmentally friendly products. At the same time, there is a great opportunity to develop sustainable consumption and production through green procurement by leveraging the effort and duties of local municipalities.

Environmental Education Administration (MEXT)

Although the Ministry of Education, Culture, Sports, Science and Technology (MEXT) does not explicitly address education for sustainable consumption (ESC) in educational policy it has become clear that ESC is being developed within environmental education and consumer education, targeting both school education and adult education. In formal education the *National Curriculum Guidelines* establish the implementation of environmental education in elementary and middle school science, social studies, period for integrated learning, etc. We also realized that education for sustainable consumption was taking place in the consumer education as part of high school home economics. However, it is clear that the number of hours allotted to these various classes is extremely limited. On the other hand, we identified that education for sustainable consumption is being advanced for general consumers as adult learners through both consumer education and social education.

In 2009, the MEXT Central Council for Education went through a revision process for home economics in the overall revision to the *National Curriculum Guidelines*. The result of this was described as follows, “In order to promote consumer education and environmental education, we need to improve content necessary to establish lifestyles that aim for a sustainable society, content related to living and economy, and foster the capacity for consumers to act responsibly based on appropriate personal judgment. Especially in ‘Comprehensive Home Economics’ students should understand the relationship between food, shelter and clothing, and the environment, and improvements should be made to enable lifestyles that are conscious of the environment, natural resources and the realities of consumption.” The Guidelines establish the goals for home economics as follows. “Comprehensively address lifelong development and living, create understanding of the significance of family and the relationship between family and society, instill the knowledge and skills necessary for living, and foster the skills and practical attitudes for men and women to collaborate and actively work towards imagining community and family life.” The revisions also emphasized consumer and environmental education, promotion of food education, and dealing with aging

combined with diminishing number of children in order to further define the principles of *ikiru chikara* (*zest for living*). “Acquiring the knowledge and skills necessary for living” was set forth as knowledge and skills about things necessary for daily living such as food, shelter and clothing, family, childcare, consumption, environment, etc. acquired through practical and experiential learning.

At the high school level it is important to build on elementary and middle school learning, take into account both economic perspectives related to daily living and perspectives of passing on and creating lifestyles and develop implementation skills that are based on scientific grounds towards building a sustainable society. The guidelines clearly state that the aim of home economics is not just to make students understand but is to foster practical skills for living a health and environment conscious life and to establish the type of lifestyle that a sustainable society will demand. In high school home economics it is important to build interest in social interactions such as in family and community life and to see this as a subject of lifelong creation. The focus is on awareness of issues and asking, “Why are things the way they are?” or “What should we do?” within the context of aiming to build a sustainable society and reevaluating life from a global perspective.

The section on “establishing the type of lifestyle that a sustainable society will demand,” states, “Create understanding for sustainable consumption by making students aware that various environmental problems such as global warming and depletion of resources and energy are created by our lifestyles based in economic development and mass production, consumption and disposal.” It continues to emphasize, “In order to solve these problems, each individual consumer must reexamine his/her lifestyle and awareness for daily living, and become aware of the importance of rethinking our methods of production and consumption and aiming for a sustainable society.” It also suggests instructors link examples raised in units on eating habits and environment, clothing and environment, and housing and environment (MEXT, 2009).¹⁴

Municipal or Prefecture level

Kanagawa Prefecture

Located next to Tokyo, Kanagawa Prefecture is recognized as an environmentally progressive prefecture amongst municipalities. The Prefecture received ISO 14001 certification for its environmental management system and continues to implement the PDCA process (Plan, Do, Check, Action). The Prefecture also serves as the administrative body for the Green Purchasing Network (GPN) and has achieved 95% green procurement, which has had great impact on its cities, wards, towns and villages, and has created environmental infrastructure. They have also created their own Agenda 21 which includes climate action policy and waste reduction activities (3Rs). Additionally, they are implementing a program called “My Agenda Project” to cultivate proactive consumers and engaging in outreach activities to create

¹⁴ MEXT (2009) *Home Economics Revision Points*, MEXT

sustainable lifestyles. The “My Agenda Project” targets a multiplier effect by having individuals post environmentally friendly behaviours on a website. Currently 84,000 residents are participating. To measure the success of this program, the prefecture conducted a survey with 5000 people; a little over half of the respondents replied that reducing their environmental impact was good for family finances.

Yokohama City

With a population of 3.4 million, Yokohama City is the largest of Japan’s ordinance-designated cities. A citizen bonded large scale wind power generation project in Yokohama paid itself off in six years, a testament to the high level of environmental awareness amongst the citizenry. On the environmental education front, Yokohama has created its own Yokohama Eco School system, which proactively promotes adult, school and community environmental education. The program has a broad reaching theme so does not focus solely on education for sustainable consumption. The city board of education is very accomplished when it comes to environmental education and expectations are high for creating new linkages between schools and community outreach activities. Yokohama was previously ISO14001 certified but currently only self-certifies due to the high cost of full certification. It is unclear what multiplier effect there has been for green procurement on ward and private schools. However, the not-for-profit organizations Yokohama Global Warming Prevention Council and Yokohama Green Purchasing Network have been launched and there is strong potential for the future development of education for sustainable consumption.

GENERAL CAPACITY AND UNDERSTANDINGS ON PROMOTING SUSTAINABLE CONSUMPTION AND INFLUENCING CONSUMER BEHAVIOUR

Most global warming countermeasures to date have focused on industry, whether it is energy efficiency in factories or development of energy conservation products. However, nowadays the amount of CO₂ emissions is dramatically increasing due to the amount of energy we use in our homes and the annual increase of automobile fuel consumption related to transport. In order to reduce home and transportation sector energy, consumers need to select and purchase energy saving home appliances and automobiles and improve the way they use these items. In order to accomplish this, companies must accurately assess consumer needs and develop products that consumers will be receptive to. The Environment Agency (currently the Ministry of the Environment) explored how to promote environmentally friendly products and launched the Eco Mark labelling certification system for environmentally friendly products in 1989. When the Earth Summit was held in Rio de Janeiro in 1992, interest rose for environmental problems, companies proceeded with developing environmentally products but consumers did not give environmentally friendly products the time of day, even Eco Mark products. There were some issues with product quality and value but the biggest hurdle was low consumer willingness to purchase.

In 1994, under an initiative of the Environment Agency (currently the Ministry of the Environment), preparations began for a sector-wide citizen movement network organization comprised of experts, environmental NPOs, governments, consumer advocacy groups, and corporations that shared an interest in environmentally friendly purchasing. The organization was the Green Procurement Network until September, 1995, when consumer advocacy organizations raised their concerns that “green procurement is difficult for consumers to imagine,” and the organization changed its name to the Green Purchasing Network (GPN). GPN’s articles of incorporation state, “Green purchasing is the preferential purchase of goods and services that have as little impact on the environment as possible.” By 1996 the 73 charter GPN members had grown to 400. In 1998 they exceeded 1000 members; in 2000 they exceed 2000. There are currently 2900 member organizations in GPN that represent over 5 million workers. One reason for the rapid growth of GPN is the fact that it was created as a collaborative organization of consumers and buyers. Initially companies complained, “We can’t sell environmentally friendly products even if we make them,” and “People won’t buy products even if they have the Eco Mark;” no one had ever thought to create a collaborative organization with consumers and buyers even though there were numerous industry associations made up of suppliers.

A second reason for GPN’s rapid growth and success is that green purchasing is a “win-win” opportunity for everyone; there are very few people that would oppose it. Consumers partake in environmental friendly activities through daily consumption and reduce costs if they buy environmentally friendly products. Companies that make environmentally friendly products can sell their goods so there is no reason that they should object. The third reason for GPN’s rapid growth is that green purchasing is a very concrete economic behaviour. “Protect the global environment” is a very abstract concept to a consumer, but selecting and purchasing an environmentally friendly product is a very specific and common activity. Additionally, for companies, green purchasing is an economic behaviour that links directly with business. Companies do not just need to have moral motivation. Having financial motivation through green purchasing makes the word spread from person to person and through business. The fourth main reason is that GPN was able to overcome the traditional government/consumer stance relationships and create a network that placed both on a level plane as equal consumers. In the context of Japan’s Sustainable Consumption and Production, if it were not for the existence of the GPN, the METI’s Sustainable Consumption Project and the Eco Mark environmental labeling system would not have happened. Implementing a strategy that links producer’s sustainable production with consumer’s sustainable consumption is what leads to “sustainable development.” Currently GPN is collaborating with the UN, United Nations Environment Programme (UNEP) and others to improve education for sustainable consumption and to contribute to an effective system for advancing sustainable consumption and production.

PRACTICE AND IMPLEMENTATION OF ESC

Assessment of scope of practice

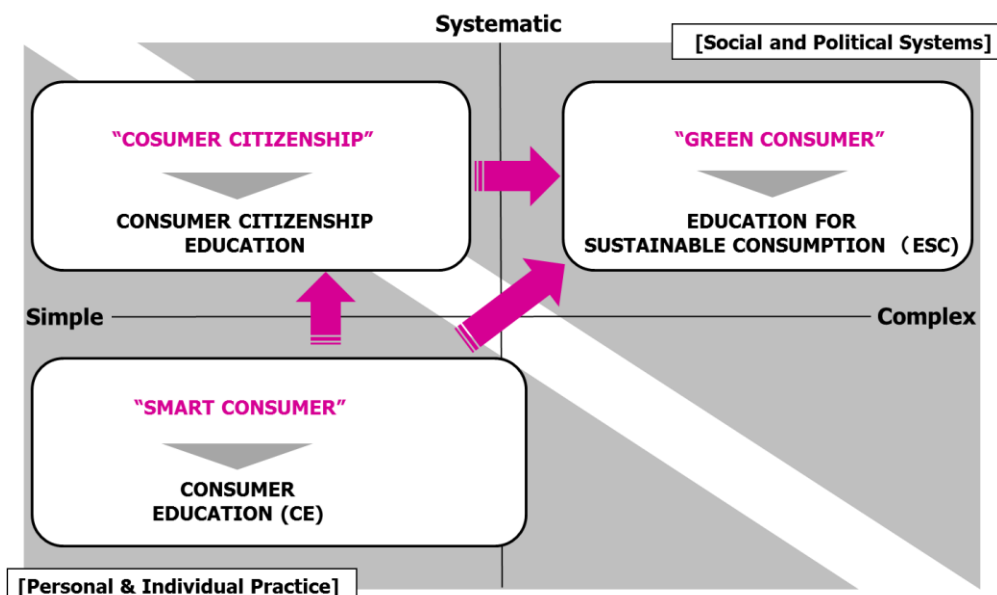
In order to understand Japan's education for sustainable consumption, it is essential to be aware of the goals and target audiences for different types. The social movements that directly targeted solutions to and prevention of Japan's consumer problems, such as the "Give us Rice Movement," started by Osaka housewives during the 1945 post war inflation, and the "Faulty Match Ban Movement," started by a housewives association formed in 1948, marked the beginning of the consumer movement. Mimicking the political argument that sovereignty lies with the people, the consumer movement adopted the philosophical foundation identifying consumers as the sovereign in an economic society and rose up against the growing power of corporations. Generally speaking, if we mention "consumer rights," it means the four consumer rights that President Kennedy presented to the US Congress in 1962, i.e. the right to be safe, the right to be informed, the right to choose freely, and the right to be heard. It was a combination of the post-war consumer movement in Japan and the consumerism movement – marked by the US Consumer Bill of Rights, Ralph Nadar's automobile safety activism, and government, corporate, and not-for-profit activities aiming to protect consumer rights from violations – that lead to education focusing on the "smart consumer." In 1961, one year before the US Consumer Bill of Rights was announced, the Economic Planning Agency (currently the Cabinet Ministry) established the Commission on Improving Citizen Living (amended to Commission on Citizen Living in 1965) and the *Basic Law on Consumer Protection* was enacted in 1968. The law clearly stated the national and regional governments' responsibilities for consumer protection and clarified business owners' responsibilities as well as the role of the consumer. The goal of consumer education training smart consumers was to heighten consumer awareness and consumer rights, but as pollution became more of a social issue in the 1970s, consumer rights began to link into environmental ethics and the creation of value standards around selecting and purchasing goods and services.

As interest in environmental problems heightened during the 1972 UN Conference on the Human Environment, individuals and groups in England began using the term "green consumer" while publishing numerous guidebooks for consumers on how to select products that had minimal impact on the environment and green consumers rapidly gained wide acceptance. Thereafter, environmental labeling that helped consumers select environmentally friendly products and the concept of green consumption spread throughout the world. Founded in 1996, the GPN was a part of this movement that did not simply stop at consumer choice and purchasing, but came to include activities demanding environmental conservation of governments and companies and cooperation for recycling, etc. The target audience became known as 'consumer citizens.'

The authors of this article have organized different types of ESC by their target audiences and their objectives in Figure 1. The type of consumer citizenship network often found in Western countries is

based on the premise that consumer citizens can be educated through participation and distribution of information and have the ability to create a democratic society.

<Fig. 1: Different Types of Education to Achieve Sustainable Society>

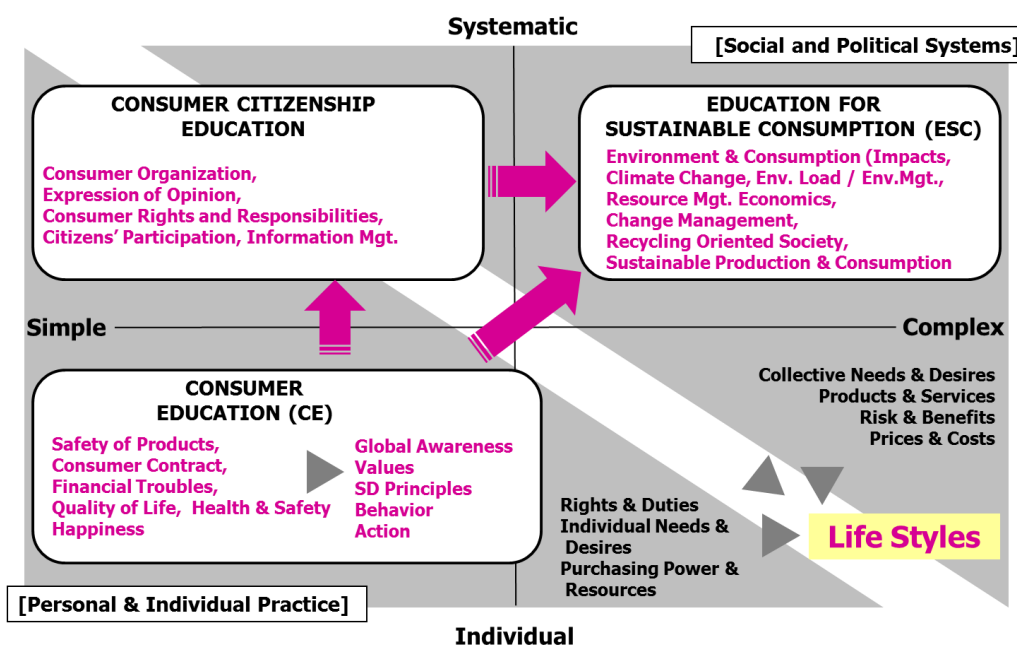


However, education for sustainable consumption in Japan is still focused on preventing harm to consumers and its main policies are positioned as such; we have to say that Japan's ESC is still primarily centered on the individual. Yet, it can be said that the creation of today's political, systematical, and organizational systems offers a grand platform for shifts in citizens' lifestyles, including individual consumer behavior based on consumer education. Moving forward, there is a need to foster these shifts in citizens' lifestyles through consumer behavior change programs geared towards individuals but also through consideration for the creation of democratic society as in the consumer citizen networks, consumer citizen education and improvement of social and political systems.

Transforming the values and lifestyles ingrained in materialism cannot be accomplished by merely appealing to individual and family ethics. As long as social status, household independence, and sense of security are upheld by unsustainable consumption it will be impossible. In particular, the life values which determine our lifestyles will not disseminate unless they get out through our social systems. In order to change lifestyles, we can see the positions and customs of post-materialism which does not equate the purchase of material goods with personal happiness. In order to prepare for this kind of social system, it is essential to have a collective spirit of civil society and citizen participation in sustainable projects. A social and political transformation and restoration to the status of the public citizen sector will be indispensable for creating a healthy civil society.

Another very interesting insight that became clear through our survey research with relevant government agencies and ministries is that they are utilizing different functions and roles when promoting education for sustainable consumption. MEXT is promoting a strategy that emphasizes consumer education that aims to improve individual skills and attitudes (quadrant 3), while the Ministry of the Environment tends to promote a strategy of educating consumer citizens (quadrant 2). METI tends to focus on creating the framework for sustainable consumption and production and on implementing program development (quadrant 1). Each of these initiatives is indispensable to creating lifestyle transformation and each cannot be achieved without synergistic effects with each other. As the lead agency on consumer issues, the Cabinet Ministry was playing the important role of nurturing synergies, but in 2009 with the establishment of the Consumer Affairs Agency and the consequent dissolution of the former Economic Planning Agency Citizen Living Division, insufficiencies in coordination have become apparent. In the future, reviving the Cabinet Ministry’s ability to coordinate amongst relevant government ministries and agencies is absolutely imperative to strengthen inter-agency collaboration and improve synergies amongst strategies.

<Fig. 2: Different Theme of Each Education>



Good Practice examples

There are several examples of good practices in Japan’s education for sustainable consumption. Good practices under **political infrastructure** include (1) an inter-agency sustainable production and consumption council and (2) a *Green Purchasing Law* and *Green Contract Law* in addition to activities at the local municipal level (green procurement, environmental management). Good practices for **institutionalization** include (1) Various strategies emphasizing the relationships between the environment and the economy such as *Japan’s Action Plan for the “United Nations Decade of Education for*

Sustainable Development,” (2005), *Becoming a Leading Environmental Nation Strategy in the 21st Century*(2007) , *New Growth Strategy*(2010) , etc. and; (2) sound legal infrastructure as demonstrated by the *Fundamental Law for Establishing a Sound Material-Cycle Society* (2000), *Law for Enhancing Motivation on Environmental Conservation and Promoting of Environmental Education* (Environmental Conservation and Education Promotion Law) (2003), *Green Contract Law* (2007), *Basic Plan for the Promotion of Education*(2008) and revisions to the *National Curriculum Guidelines*. Above all, the *Fundamental Law for Establishing a Sound Material-Cycle Society* (2000) was enacted to change our mass production, mass consumption, and mass disposal society and create an economic society that is based on a cyclical system; along with the *Green Consumer Law* this basic law created the basic principles for a sustainable economic society that created a recycling system to deal with waste treatment for home appliances, food, automobiles, construction and packaging. Good practices under **social infrastructure** include (1) qualitative proof and environmental labeling of environmentally friendly products such as through carbon footprinting and eco labels, (2) municipal green procurement initiatives based on *Green Purchase Law* and *Green Contract Law*, (3) business-consumer communication, such as the hosting of Eco Products Exhibition, that respects the significance of sustainable consumption and purchasing, (4) creation of a GPN community network and public database, (5) Cabinet Office information distribution, (6) dissemination and development of environmental education and consumer education materials, and (7) introduction of environmental design to increase receptivity of consumers. The characteristics of good practices for **institutional management** are in the connections between environmental management systems (such as municipal ISO 14001) and green procurement. **Individual and personal good practices** include (1) environmental family bookkeeping and (2) support of local activities.

Participation/cooperation of civil society organisations and regional cooperation

If we examine participation and cooperation, the contributions of the GPN are amazingly high. GPN started off in 1996 with 73 member organizations. In 2010 GPN had 2303 business members, 240 municipal members, 265 not-for-profit members, totaling 2808 organizations representing over 5 million workers. It is the largest environmental NPO in Japan. Not only does GPN host trainings and make their database available but they also play the role of connecting various stakeholders through environmental education activities and cooperation on the Eco Products Exhibition. In recent years, GPN hosts numerous events in collaboration with local municipalities and citizen organizations. These events including the biannual “5 Million People Action Campaign,” “CO₂ Reduction/Plastic Bag Ban Campaign,” and “Buy Local Campaign” generally have over 2 million participants and have proven to be very successful. GPN makes green supply chain management possible through municipal green procurement and GPN’s role as bridging numerous organizations. Since its inception GPN has given the “Green Purchasing Award.” By collecting and evaluating successful practices, GPN is already collaborating and practicing across sectors

in sustainable consumption and production. GPN activities will be conducive to creating systems for sustainable consumption and purchasing and should be treated as a driving force.

ASSESSMENT OF CURRENT APPROACH TO PROMOTING SUSTAINABLE CONSUMPTION

Strengths

Japan's promotion of sustainable consumption and purchasing is strongest in its legal institutionalization. The contributions of the *Fundamental Law for Establishing a Sound Material-Cycle Society* (2000) and the *Green Contract Law* (2007) have been most profound. In addition to the good practice examples pointed out in this report and the institutionalization documented above, enhanced political (inter-agency council, etc.) and social infrastructure (qualitative proof and environmental labeling of environmentally friendly products, municipal green procurement initiatives based on *Green Purchase Law* and *Green Contract Law*, etc.), along with institutional management (linking with environmental management systems like ISO14001, etc.), and individual and personal good practices (environmental family bookkeeping, etc.) are the strengths of Japan's promotion of sustainable consumption and production. With 240 municipalities participating in seven regional green purchasing networks located from Hokkaido in the North to Kyushu in the South, the Green Purchasing Network that links all of their initiatives is perhaps the biggest strength.

Weaknesses

One weakness in Japan's promotion of sustainable consumption and production came with the introduction of the single-seat constituency system which has led to unstable political change between elected officials and has had a large impact on consumer administration. The dissolution of the Citizen Living Division of the Cabinet Office's former Economic Planning Agency (the division responsible for citizen living and consumer education) due to the creation of the Consumer Affairs Agency in 2009 is a typical example of this. Though we have seen examples of consumer education information as a result of establishing the Consumer Affairs Agency, it fails to create inter-agency policies and is lacking in its ability to function as a coordinator. This lack of functioning as a coordinator encourages a compartmentalization amongst agencies and we can see the current state of inconsistencies of policy surrounding sustainable consumption and purchasing and education for sustainable consumption. We believe that the creation of an inter-agency coordination will be conducive to improving Japan's relevant policies.

Also, aging of civil society leaders invites a decline in vibrancy of their activities. Aging of women's consumer organizations in particular weakens the consumer movement and has pressed people to step away from consumer protection administration, as the elimination of the Citizens Living Council attests.

Overall assessment and findings

Creating a multifaceted and linked approach between legal remedies and relevant policies, and deepening dialogue with diverse stakeholders by creating opportunities to communicate will be indispensable for the promotion of sustainable consumption and production in Japan. Should we be revisiting the fact that new opportunities for communication are being generated directly between producers and consumers at events like the Eco Products Exhibition, where there are 200,000 visitors and 6,000 school visitors (including students)? In the future we need to further promote Japan's multi-faceted approach (institutionalization, improving political and social infrastructure, institutional management, and personal and individual good practices) at the same time we need to create new opportunities for communication to deepen dialogue with diverse stakeholders in order to transform lifestyles. Furthermore, sustainable consumption and production is not something that can be achieved by one country alone. Japan is supporting the creation of GPN activities with a focus in Asian countries such as China, Korea, Thailand, Vietnam, Malaysia, and India, and through the International Green Purchasing Networking (IGPN) developing activities advancing an Asian Sustainable Consumption and Production system. Only when we have citizen level, bottom up activities that link with individual countries' governments' and agencies' top down efforts will we be able to have quality education for sustainable consumption and be able to implement sustainable consumption and production.

RECOMMENDATIONS FOR IMPROVING THE PRACTICE OF EDUCATION FOR SUSTAINABLE CONSUMPTION

General practice of ESC

Based on the analysis above, general practices of ESC include: (1) Outreach, promotion and increased awareness about the importance of consumer education, (2) Raising awareness about the various types of consumer education, (3) Further improvement of the GPN and its regional networks, (4) Government and municipal support for GPN and regional network activities, (5) Create effective communication opportunities that maintain the essence of sustainable consumption and production between corporations, municipalities, and consumer networks (continue Eco Products Exhibition and engage different stakeholders), (6) Enhance research on receptivity from a consumer perspective, (7) Information sharing and support for individual and personal practice, (8) Participate in share knowledge with and comment on the International Green Purchasing Network, (9) Interact with GPNs from individual Asian countries, and

(10) Develop Asian and global environmental strategies that Japan's initiatives utilizing green supply chain management.

Policy strategies on ESC

Based on the analysis above, policy strategies on ESC include: (1) Strengthening the coordination between agencies and ministries based on the leadership of the Cabinet Office's Consumer Affairs Agency, (2) Promotion of efforts and obligation for municipal green procurement based on *Green Purchase Law* and *Green Contract Law*, (3) Linkage in municipal green procurement and environmental management systems such as ISO14001, (4) Enhanced qualitative proof and environmental labeling of environmentally friendly products, (5) Strengthen relationships with Eco Product Exhibitions in countries throughout Asia and create opportunities for communication with diverse stakeholders, and (6) Strengthen the relationships between environmental education policies in schools, ESD policies, and consumer education policies.

EDUCATION FOR SUSTAINABLE CONSUMPTION AND PROMOTING SUSTAINABLE LIFESTYLES IN THE REPUBLIC OF KOREA

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INTRODUCTION

The term of Sustainable Consumption (SC) is an emerging issue, both generally and in Republic of Korea specifically, and has recently been discussed as a necessary condition for sustained social development. The role of SC as the globalization process continues to expand worldwide is a key element to drive harmonized economic development and to promote environmentally friendly patterns of consumption. SC can be used as a tool for better quality of life for all through Sustainable Development (SD); to achieve this, education is one of the most efficient means for providing citizens with the skills and competencies to become sustainable consumers.

In this respect, the new government of Korea announced a master plan of the Green Growth National Vision (GG) which takes several important policy steps by launching a new low carbon oriented market and expanding incentives for environmentally-friendly businesses and consumer behaviour. Although the GG programs are operational policy initiatives for achieving the goals of the National government's vision, approaches still remained conceptually and systemically oriented solely by economic rationality and a 'growth first, clean up later' mentality. More importantly education schemes as part of the government's sustainable consumption program remain underutilized at present.

This case study was conducted to assess current Korean governmental capacity for effective Education on Sustainable Consumption (ESC) implementation and to identify pathways for improving overall performance, with an emphasis on individual policy tools and instruments and their effective combination. In this paper the sustainability of consumption is considered broadly in economic, environmental and social terms. To show the empirical evidence of research, 15 in-depth interviews with open-ended questionnaire were carried out with relevant national/local government officers and NGO practitioners.¹⁶

The findings from this research identify the key aspects of the current governmental context for promoting SC in ROK. It addresses the existing relevant policy frameworks on ESC, current governmental strategies and capacity for promoting SC, and assessment of that implementation. Finally, but most importantly, it suggests opportunities for better policy integration and recommendations for improving Korean capacity for ESC implementations.

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¹⁶ Appendix shows the details of fifteen interviewees with personal information.

EXISTING ESC POLICY FRAMEWORKS IN ROK

Understanding of SD/SC and GG/GC

After the 2008 global financial crisis, President Myung-Bak Lee announced a Low Carbon Green Growth strategy as a new vision to guide the nation’s long-term development. About one year later, on 6 July 2009, the ROK announced a Five-Year Plan (FYP) for GG to serve as a medium-term plan for implementing the National Strategy for GG over the period 2009-2013. According to the project, central government will spend a total of 107 trillion won (US\$83.3 billion), the equivalent of almost 2 percent of the Korean GDP per annum – a relatively high level by OECD standards – for the next five years.

The FYP outlines a set of three strategies and ten policy directions. The three strategies comprise measures for addressing climate change and securing energy independence; the creation of new growth engines; and the improvement of the quality of life. Legislators in Korea have been considering a “Basic Law for Green Growth”, which will provide the legal basis for Korea’s green growth strategy. The planning and formulation of the ROK’s GG strategy and its FYP has brought about an inter-agency process that involves all government ministries. The Presidential Committee on Green Growth (PCGG), launched in 2009, is a fundamental institution to set-up and to carry out GG. On December 29, 2009, the Korean National Assembly adopted the Basic Law, which President signed into law on January 13, 2010.

<Tab 1: Green Growth Policy>

Main strategies	Policy directions
Mitigation of climate change & energy	Effective mitigation of greenhouse gas emissions
	Decrease energy dependence on oil and enhance energy sufficiency
	Support adaptation to climate change impacts
Creating new growth engines	Develop green technologies as future growth engines
	Greening of industry
	Develop cutting-edge industries
	Set up policy infrastructures for green growth
Improving quality of life and strengthening the status of the country	Green city and green transport
	<i>Green revolution in lifestyle</i>
	Enhance national status as a global leader in green growth

(Source: PCGG 2009:53)

Korean government believes that the country must continue to pursue greater economic growth than and increase what has been achieved thus far. Hence GG is a model of economic development rather than of sustainability of environment and society called for under the SD model in the previous decade. Korean government considers that in spite of increasing environmental pressure arising from economic growth that it will be possible to reduce poverty and improve environmental management. Therefore, the challenge is not to limit economic growth but to convert it into an environmentally sustainable form.

Beyond its policies at the national level, the ROK is demonstrating engagement and leadership at the international level by boosting global efforts towards achieving a green economy. It is also playing a key role in promoting an East Asia Climate Partnership. However, many critics to the ROK's GG have arisen domestically due to the government's sudden abandonment of SD strategies and plans which included much more consideration on social aspects in comparison to GG. Critics will be proved in later interview analysis part.

<Tab 2: Summary of Policy & Campaign for Green Consumption Practice>

	Green Purchasing	Green Use	Green Disposal	Others
Policy	<ul style="list-style-type: none"> ▪ Eco-Labeling ▪ Environmental Declaration of Product ▪ Carbon Footprint Labelling 	<ul style="list-style-type: none"> ▪ Energy Efficiency Standards & Labelling Program ▪ High Efficiency Appliance Certification Program ▪ E-standby Program 	<ul style="list-style-type: none"> ▪ Good Recycled Labelling Program ▪ Extended Producer Responsibility System 	<ul style="list-style-type: none"> ▪ Carbon Point System
Campaign	<ul style="list-style-type: none"> ▪ Green Living Practice Group ▪ Green Purchasing Leadership Program ▪ Best Green Products Post ▪ Low Carbon Consumption Campaign for Distribution Companies 	<ul style="list-style-type: none"> ▪ Long Underwear Wearing and Coal Briquette Delivering Campaign ▪ Green Transportation Culture Campaign ▪ Energy Saving Campaign through Home Energy Doctor 	<ul style="list-style-type: none"> ▪ Green Mileage Campaign ▪ E-waste Zero Campaign 	<ul style="list-style-type: none"> ▪ Carbon Neutral Campaign ▪ Green Start Carbon Footprint Campaign ▪ WeGreen – Campaign for Writing Eco-housekeeping Book

(Source: Soon-young Bae et al. 2009:8-9)

There have been nine policies conducted in relation to SC and Green Consumption (GC) and they can be categorized into three different types, those are; regulatory policy, voluntary collaborated policy i.e. information providing, and economic incentive policy. The voluntary collaborated policies are the most prevalent in numbers such as Eco-Labeling System, Environmental Declaration of Product, Carbon Footprint Labelling, Good Recycled Labelling Program, High Efficiency Appliance Certification Program, E-Standby Program etc. Additionally, more recent SC/GC policies have been more leaning towards economic incentive policies such as Carbon Point System and Carbon Cash-back.

Green campaigns are encouraged especially on practice of green lifestyle by the Green Start Network established by MOE and WeGreen Network by Ministry of Gender Equality and Family. General Green consumer campaigns and movements have been developed by consumer organizations i.e. Consumers Korea and Green Consumers Network in Korea since 1990s.

ESC aspects in formal education

It is necessary to emphasis on green education with the professional materials as well as hands-on learning through school pilot schemes and green cultural lifestyle experiences. To compare with previous educational paradigm simply focused on the protection of nature, Education for Green Growth (EGG) has adopted the idea that economic development has no harm to environment when green technologies become the new growth engine. And it encourages students to be green future leaders who continue practice in daily basis.

<Tab 3: Comparison of environmental education vs. green growth education>

	Environmental Education	Green Growth Education
Concept & Goal	Education for promoting sustainable development by a balance of human and nature & Practice in life	Education to No conflict between economic growth and environmental protection for green future & practice in life & Global initiative
Scope	Regional and national	National and global

(Source: MEST 2009:3)

For these reasons, central government, especially Ministry of Education, Science and Technology, have developed the conceptual framework of EGG and mentioned main issue of EGG strategies as the following:

- Raising people’s awareness on green growth: to understand that there is no conflict between environmental protection and economic growth and the importance of green growth toward a greener future.
- Leading the practice of green lifestyle: to practice ‘me first, right now’ in daily life.
- Preparing for the green growth future society: training for conducting of future human resources through vitalizing green technology.
- Responding actively to global issues, i.e. climate change and participation as a leading nation.

The main trends for expanding the delivery of the Environment Education began in 2005 by MOE’s promulgation of the National Environment Master Plan (2006~2015) and its goal and vision described as achieving a sustainable society with both healthy natural environment and livelihoods in the Korean peninsula for the 21st century. In 2006, the government developed the Master Plan of Environmental Education Development (2006~2015), which contains four categories of the specified goals: to take a long-term vision of environmental education, a creative environmental education toward unpredictable condition, environmental education as an innovative engine and, finally, as an international cooperative initiative.

In 2008, the Environmental Education Promotion Act was enacted by National Assembly; thus it became an obligation that the government must review the master plan every 5 years. The objectives of the Act were to set up requirements for the promotion of the environmental education in order to activate it and to effectively contribute to the sustainable development of the nation and communities by finding a balance between human society and nature. In 2009 the Framework Act on Green Growth legislated – local governments and regional education offices to consider the strategy for both environmental education and green growth education in the region.

According to recent government research data, it indicates that the preferences of students to take environment courses are low. A number of factors have influenced this issue, but the priority reason is due to the current educational circumstance which emphasizes only the high scores for national college entrance examinations. In school, students prefer preparing for the key subjects of the exam rather than the environmental curriculum and also few remaining environmental classes were often misused as the subsidy for other key subject classes.

<Tab 4: Selection of Environment related subject at School>

Middle school ‘Environment’ (2008)	High school ‘Ecology & Environment’(2008)
257 schools (8.4%), 59,278 students (3%)	498 schools (37%), 142,654 students (10%)

(Source: MEST 2009:6)

Secondly, the lack of teaching staffs and also their insufficient expertise are constraints which need full attention. As the table shows, the number of teacher's with no certification on environmental coursework are high in comparison with others.

<Tab 5: Environmental Education Teachers' Qualification>

Classification	total	Teacher's qualification			
		Major in environment coursework	Major in other subject	With Certified in environment teaching program	<i>No certification</i>
Total	2,883	126	85	688	<i>1,984</i>
Middle school	611	37	27	262	<i>285</i>
High school	2,272	89	58	426	<i>1,699</i>

(Source: SERII 2010:24)

Thirdly, another common constraint is the lack of adequate and relevant teaching materials and an insufficient number and quality of proper training programs for teachers.

According to citizens' attitude and awareness on green growth and environmental education from research (2009) conducted by MOE, most respondents answered that education is a useful tool to understand and solve environmental problems. Yet, 58.3% of respondents pointed out that the environmental coursework and relevant information was insufficient. To promote successful environmental sustainability, they also pointed out the need for adaptable 'experimental' learning programs in schools. The research provided further information on the priority task for the government to promote ESC in school including: government active support and willingness to achieve GG (85.8%), fostering environmental education in school (52.6%), active role of mass media (45.4%), and activation of civic organizations (15.5%).

CURRENET GOVERNMENTAL STRATEGIES FOR PROMOTING SC

(based on the interview findings)

It is a fundamental and important issue to gain a clear understanding on the specific definitions for SC that are understood by the main stakeholders of government officers and NGOs representatives who actively work on ESC. The general understanding on the definitions of SC showed an intermediate level of awareness by responding with very general ideas on green consumption. Some interviewees that answered the definition of SC even confessed that they looked up the Basic Law on Sustainable Development before the interview began.

They explained that this was because 1) the current national governmental strategy puts much more attention on GG than SD which had been emphasized by the previous government administration and considered up until GG was launched by the current administration. Hence, the meanings of GG and SD have still not been clearly defined as general concepts; 2) in ROK, still concerning itself as one of the developing country, the concept of SD which includes social dimension as well as well-being of nature is a much broader and ideal target for practice in daily lives. Green consumption which narrowed its implementation to economic and environmental dimensions is more practical and implementable in ROK.

National governmental officers focused on Purchasing of Green Product, Saving Energy, and Recycling as ways for practicing SC. They suggested SC would be possible when current laws i.e. Act on the Promotion of the Purchase of Environmentally-friendly Products and other related policies are successful in spreading the idea of green consumption to governmental organizations as well as civil society.

There are different strategies to promote SC between each ministries depending on their own role and responsibility. Ministry of Environment (MOE) enforced the Act on Obligational Purchase of Environmentally-friendly Products, especially across the governmental sector since 2005. It aims to expand citizens' green consumption in the future when purchasing eco-products in governmental sector has been mainstreamed and is perpetuated in success. It encouraged the promulgation of the Basic Plan on the Promotion of the GC which was eventually established on December 2010.

Environmental Preservation Association (EPA), an affiliated Organization of MOE started two different green education strategies depending on the subject. One project is to provide school students 'Visiting Education' on big vehicles including green consumption and shopping and also green educational contents and materials which are still in high demand from most of schools. The other is, in order to encourage civil society awareness on SC, they have offered eco-friendly free-gift in every national event they have organized.

Ministry of Knowledge Economy (MKE) tried to lead citizens voluntarily participate in energy savings by establishing Green Energy Family project. It encourages citizens' participation by offering incentives. The main strategy of the Korea Fair Trade Commission (KFTC) for promoting SC is to offer correct information to consumers in the field of Labelling, Advertisement, and Consumer Deception that they originally covered; moreover, in this case, they focus more on green products and businesses. They tightened regulations on misleading information of green products and also produced information comparisioning different green products so as to educate consumers.

Producing Eco-labelled products and publicizing their information through media were nominated as one of the main policies which has shaped the government's efforts on promoting SC and consumers' awareness. The other new policy or strategy which show government efforts identified by many interviewees is to launch pan-national action networks such as MOE's Green Start Network, Ministry of

Gender Equality and Family's We-green, Ministry of Knowledge and Economy's Green Energy Family Network, Ministry of Public Administration and Security's Green New-town.

ASSESSMENT ON PARTNERSHIP BETWEEN GOVERNMENT AND NGOS

Practitioners in NGOs demonstrated clearer understanding of SD and SC and provided more in depth explanations. They described sustainability as a new pattern of resource use that aimed to meet human needs while preserving the environment so that these needs could be met not only in the present, but also for generations to come. They emphasized the current problem of mass-consumption and modern lifestyle. This is not just a problem of consumption but of lifestyle patterns itself; therefore, alternative sustainable lifestyles are urgently needed.

To do so, Green Consumer Network in Korea (GCNK) has proposed to work for green city consumers by attempting to solve environmental problems in the market system rather than escaping from the cities and to establish radical alternative lifestyles in rural areas which only a limited numbers of people will ever be able to achieve in the modern world. Environmental issues must be solved in the present market system and fully depends on environmentally and ethically green consumption to achieve this. Both, GCNK and Consumer Korea (CK) have been considering global issues since the late 1990s such as SD rather than just national-level consumer campaigns. They have contributed to broadening the Korean civil society and NGOs' world view.

Programs and projects by NGOs are very successful in terms of promoting SC and raising consumer awareness and have been expanded in local level and various citizen groups. For example, Green Citizens' Committee Seoul (GCCS) runs a project to support creating local communities appropriate for Seoul citizens against global environmental problems – revitalise locality against globalisation. NGOs put more attention to general citizens' education and locally based project. These programs and projects are very active. GCNK emphasized SC in all of their education programs and projects i.e. 'Eco-Creative Centre' for students and 'Green Academy' for citizens. CK runs 'Greening Super' project which evaluates supermarkets' efforts on environmentally-friendly product sales and conducts campaigns for purchasing green products which show food-miles and carbon footprint. Green Start Network (GSN) runs a program educating citizens to be Green Leaders for each citizen become a local leader for green society and practice in daily lives. They also campaign for energy saving by consulting each household with an energy consultant named 'Home Doctor'.

The understanding of the relationships between government and NGOs/civil society on promoting SC is various and the differences are enormous depending on who the subject is. Most of interviewees representing Government insisted on their positive relationship with NGOs and civil society; whereas NGOs argued that the relationship worsened under the current Korean government.

Here are the opinions from the national governments. MOE showed a highly positive evaluation for the partnership they have with NGOs. MOE proved that they have received much help from NGOs: ideas, know-how, network etc. MKE collaborated with civil society organisations and NGOs through the energy saving project. They organized the Green Energy Family Network to promote green consumption, and it supports project investment for local NGOs' activity for the promotion of green consumption culture. KFTC offered financial support for selected NGOs rather than commissioning projects as they used to do. They are collaborating specifically on green product comparison projects with four different consumer organisations. Other ministries also insisted they maintain close partnerships with NGOs and civil organisations offering voluntary education programs.

NGOs feel no deep connection with the current national administration which agreed on a free-trade agreement with United States in spite of citizens' condemnation and huge candle light protest. Present government believes NGOs had influenced on citizens' protest against the government decision. Instead of partnership with existing NGOs, the government established its own civil organizations to practice SC/GC as a part of GG strategies. Those organizations are stiffened with little autonomy. Interviewees from NGOs believed that SC has been and will be the subject at any government now and the future; however, the problem of the current government is the lack of communication and mutual understanding. The partnership between the government and NGOs is only for contract implementation without reflection of the contractor.

PCGG support the governmental strategy on green lifestyle revolution. Education for GG is a dominant theme of the government and mostly focused on providing information about how individuals/households can save energy by buying green/eco-products for to individuals to reduce green house gas emission. However, it is all still at the beginning stages of development, as they honestly replied. The inter-agency process led by the PCGG is an innovative approach to planning that seeks better coordination of policy-making among ministries so that investment decisions are guided by multi-sectoral processes. However, its fundamental role as the focal point of the GG is not practiced properly.

The innovative approach to planning better coordination of policy-making and *governance* was already practiced and made a 10-Year plan was produced by the Presidential Committee on SD (PCSD), established in 2000. Unfortunately, the efforts of the PCSD have been ignored by the current government, while the launch of the new PCGG replacing the previous PCSD is not fully welcomed by the majority of NGOs. GCCS is the only remaining agency as the part of PCSD and acts to take part in the democratic governance process. GCCS is very special in terms of their performance. It actually runs as cooperative *governance* among three main stakeholder groups: Seoul Metropolitan Government, the Korea Chamber of Commerce and Industry, and NGOs, and supports the project for SC.

RECOMMENDATIONS FOR IMPROVING THE PRACTICE OF ESC

Despite injecting 2 percent of GDP on GG by 2013, the concept and the awareness of GG or SC is still not clear to the public and the top-down strategies from the central government, especially Four Major Rivers Restoration project, without communication with stakeholders and participant civil society remains a limit to communicate these concepts. Strong willingness on GG of the national government mismatches NGOs and local government approach on SC, and what has made the situation worsen is the lack of communication to support mutual understanding as acknowledge by interviewees from NGOs and GCCS. The lack of collaboration between government and NGOs must be overcome. Indeed, NGOs have developed a diversity of pilot projects for SC and education for SD. The results of the projects could be used as experimental pilot projects and tested prior to national implementation of ESC under GG vision for the effective implementation of ESC; however, under the new GG vision there has been eagerness to create brand new practice.

It was recognized that it is necessary to increase the capacity of governments to plan and implement effective ESC, and several recommendations were formulated from each department in detail on how best to achieve this. MOE has the main status as government agency working towards SC; however, as an officer in MOE argued, human capacity building for government officers to promote ESC is urgently recommended. KFTC has offered plenty of support for green technology development but has not yet attempted this for green consumption apart from campaigns or events. It is their role to observe business and industry for consumer rights and they suggest government should focus on improvement of policy and system for SC rather than on raising consumer's awareness, which has been well dealt by NGOs and will be better improved by civil organizations.

One of the NGOs' suggestions is to develop governance which supports lateral partnership and cooperation to encourage public participation rather than top-down govern and to avoid one-off activities run by the national government. NGOs expect to strengthen linkages between national policies and local level implementation and also between top-down and bottom-up approaches. Civil society could play an important role as a proactive partner of the government in promoting the Green Growth paradigm. In particular, NGOs and consumer organizations could play a leading role in moving citizens and consumers towards eco-efficiency and sustainable consumption patterns because a change in the consumption patterns and lifestyles of consumers can be effectively promoted only when the initiatives come from the citizens and consumers themselves. To lead a role in introducing new regulations and policies, it is important to secure the acceptance of the people.

In many cases, it is civil society that pressures government and the private sector to improve the quality of life and of the environment. Increasing demand for improved quality of the environment and life is the basis for the environmental market and private sector innovations. When there has been development on

SC in civil society, it is better for government to integrate with these approaches rather than to create their own new policies and strategies. The ROK should further promote a process of broad-based dialogue and consultation with a cross-section of all stakeholders, especially civil organisations which have developed ESC for last decade in order to generate public support that could prove to be essential for the success of GG.

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<APPENDIX: Interview Details>

N=15	Personal Details		Interview date
	Organization (Division)	Position	
Central Gov't (N=9)	Ministry of Environment (Green Technology & Economy Division)	Director	Tue 12 Oct
	Environmental Preservation Association (Affiliated Organization of Ministry of Environment, Public Information & Planning Environmental Education)	Chief Instructor	Mon 18 Oct
	Ministry of Education, Science and Technology (National Curriculum Planning Division)	Educational Supervisor	Mon 25 Oct
	Ministry of Knowledge Economy (Energy Resource Division)	Director General	Mon 25 Oct
	Korea Fair Trade Commission (Consumer Policy Division)	Deputy Director	Wed 17 Nov
	Presidential Green Growth Committee (Green Life & Sustainable Development Team)	Director	Thu 14 Oct
	Presidential Green Growth Committee (Climate Change Policy)	Director General	Thu 14 Oct
	Korea Consumer Agency (Policy Development Team)	Research Fellow	Mon 18 Oct
	Korea Consumer Agency (Consumer Policy Research Office)	Senior Researcher	Mon 18 Oct
Local Authorities (N=3)	Seoul Metropolitan Government (Environmental Policy Division)	Deputy Director	Wed 27 Oct
	Green Citizens' Committee Seoul	Director General	Fri 22 Oct
	Seoul Metropolitan Office of Education (Science and Gifted Education Division)	Senior Supervisor	Mon 25 Oct
NGOs (N=3)	Green Consumers' Networks in Korea	Director General	Wed 11 Oct
	Consumers Korea	Seoul Director	Fri 5 Nov
	Green Start Network	Secretary General	Wed 10 Nov

**CAPACITY FOR THE IMPLEMENTATION OF EDUCATION FOR SUSTAINABLE
CONSUMPTION (ESC) IN NORTHEAST ASIA:
EFFECTIVE POLICY STRATEGIES TO PROMOTE RESPONSIBLE CONSUMER BEHAVIOUR**

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INTRODUCTION

Education for Sustainable Consumption (ESC) is a concept that has recently received a significant amount of attention as an important process for bolstering the transition towards a Low-Carbon, Sustainable Society. At the international level, the importance of ESC has been highlighted in the United Nation's Marrakech Process on Sustainable Consumption and Production (SCP) and under the UN's Decade of Education for Sustainable Development (2005-14). The promotion of sustainable consumption and green markets has also received attention from many national governments including the Northeast Asian countries of China, Japan and the Republic of Korea. All three countries have demonstrated interest and commitment towards shifting to more sustainable patterns of development and have also recognised the importance of sustainable consumption in achieving this.

UNESCO explains the importance of ESC in the mid-term report for DESD as:

Education for Sustainable Consumption (ESC), a core theme of Education for Sustainable Development (ESD), is essential to train responsible citizens and consumers in this context: individuals need to be aware of their fundamental rights and freedoms, appropriately informed to participate actively in the public debate, oriented towards a conscientious participation in the markets. Hence, ESC has become a core component of ESD and global citizenship and generates awareness of the interrelatedness of central ESD issue (UNESCO, 2009: 50).

Education for Sustainable Consumption, however, also affixes a further concept to the plethora of theories and ideas that have been incorporated into the all-inclusive framework of sustainability. Education for Sustainable Consumption is a poignant concept though for its ability to bridge and incorporate three of the major approaches for sustainability, specifically Sustainable Consumption and Production, Education for Sustainable Development (ESD), and Sustainable (or responsible) Lifestyles.

The concept of sustainable consumption and production was first brought to light and clearly defined at the Rio Summit in 1992. SCP addresses concerns of resource management, energy efficiency, waste production and the equality of distribution. ESC has been identified as a means for integrating the human element into the wider – and often more technological – concepts of SCP by promoting active

¹⁷ Policy Researcher – Education Policy Specialist, Governance and Capacity Group, IGES

interventions in consumers' choices and behaviours. This process also encourages a deeper examination of how individuals (and society) choose to shape social and economic relationships.

Education for Sustainable Development is promoted as a process to engender a culture that is respectful to the core principles of sustainable development and is advanced as an important social process. UNESCO defines ESD in three parts:

- It means education that enables people to foresee, face up to and solve the problems that threaten life on our planet.
- It also means education that disseminates the values and principles that are the basis of sustainable development (intergenerational equity, gender parity, social tolerance, poverty reduction, environmental protection and restoration, natural resource conservation, and just and peaceful societies).
- Lastly, it means education that highlights the complexity and interdependence of three spheres, the environment, society – broadly defined to include culture – and the economy (UNESCO, 2005: 5).

Viewed as a subset of the more general category of ESD, ESC provides relevance through direct and practical actions that address contemporary concerns. Sustainable consumption is a topic that most individuals can understand directly within the context of their daily lives, and thus sustainable consumption is a practical activity through which people can walk the talk of sustainable development. 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. ESC also encourages pedagogical changes to the way we learn, focusing on forms of active learning that encourage co-operation, dialectical thinking, and constructive problem solving.

ESC provides a focus that is narrow and specific in comparison to the broad encompassing topics of SCP and ESD. Furthermore, it is a topic with the key purpose of directly engaging individuals to participate in activities that will support the wider objectives of sustainable development and SCP. Sustainable development can be a difficult concept to fully conceptualise in educational curriculums due to its idealistic and theoretical nature that does not always readily lend itself to practical actions. While SCP often addresses very complex and technical issues that are void of a substantial human element. ESC provides a uniquely different learning opportunity based on simple and practical actions individuals can take in their daily lives, and through this experiential learning process the wider principles of sustainable development and sustainable consumption can be illuminated. This also provides an entry point into to the wider discussions about sustainable lifestyles as an individual's consumption patterns is one of the most pertinent lifestyle issues. Finally, there is also an ideal objective that through the usage of cooperative learning and critical reflection techniques, it is possible to expand ESC beyond just being an individual activity and to create a form of social learning that can work to collectively evaluate and reformulate socio-cultural values in order to affect a wider social transformation for sustainable consumption practice.

CURRENT GOVERNMENTAL STRATEGIES FOR PROMOTING SUSTAINABLE CONSUMPTION IN NE ASIA

The governments of China, Japan and Republic of Korea have all provided mandates to governmental agencies to take efforts to promote sustainable consumption. For instance, the newly formed Consumer Affairs Agency of the Japanese Cabinet Office has initiated inter-ministerial dialogues for better coordination of policy efforts on sustainable consumption and has established an ESC group in the Economic and Social Research Institute to provide support on effective consumer awareness raising. At the Eleventh Conference of the National Party of China in 2008, a new mandate was agreed upon for “the promotion of green consuming” to correlate with the *Circular Economy Promotion Law of the People's Republic of China* (effective 1 Jan 2009). The Korean “Presidential Committee on Green Growth” established a Green Lifestyle for Sustainable Development Team and coordinates national activities on Education for Green Growth including consumption practices.

Although the political mandate and will-power exists to enact ESC programmes, in many cases they remain unformulated because of the current lack of capacity and leadership for the advancement of responsible consumer behaviour. Despite diverse policy dialogues and many numbers of initiatives on SCP, there is still a lack of knowledge and experience on how to implement effective ESC. In order to properly address this matter, it is first necessary to identify and assess the current governmental approaches and strategies for promoting sustainable consumption.

The three NE Asian countries of China, Japan and Republic of Korea have all developed many strong policies and approaches for advancing SCP in their respective countries. Earlier practices in these three countries, similarly to the history in Europe, began first with the promotion of cleaner production as the mainstay of governments’ approaches. Following on from this, efforts to also address aspects of consumption were initiated in the late 1980s to early ‘90s in all three countries, although becoming more advanced in the new millenium.

The early policy efforts on sustainable consumption aimed at developing green markets in each country and replicated a regional good practice model originated in Japan. Reviewing the successful history of Japan’s activities to promote and develop a green market, three main activities are highlighted as the good practice model that secured this success:

- 1) Eco Mark Programme: Type I environmental labelling – established in 1989 by Japan Environmental Association and supported by the Ministry of Environment;
- 2) Green Purchasing Network of Japan (GPN-J): established in 1996 as a collaboration between government, businesses, consumer associations and academia;
- 3) Green Purchasing Law: enacted in 2000 to promote greener purchasing by the public sector at the lead of the Ministry of Environment.

These three activities are each linked to a different target. The Eco Mark Programme targets producers and works to steadily improve the environmental quality of production standards. The Green Purchasing Network targets consumers by providing voluntary guidelines for practicing environmentally responsible consumption. The Green Purchasing Law targets government and aims to establish the public sector as a leader of best practice. Table 1 on the following page depicts the development of these three approaches for promoting green markets among the three countries.

These first approaches towards sustainable consumption by the governments of NE Asia can be understood as attempts to improve the overall infrastructure for sustainable consumption. It is really only since the new millennium that it is possible to identify policy approaches in NE Asia that directly attempt to influence and change consumers' patterns of behaviour towards more responsible and sustainable consumption choices. From a formal education perspective, the uptake of ESC followed the wider uptake of ESD in relation to the start of the UN-DESD in 2005, but ESC still receives limited prioritization in national curriculums.

ESC Strategies in China¹⁸

The national government of China identified four main themes they intend to address in their efforts on SCP: 1) Energy Saving and Emissions Reduction, 2) Conservation-oriented Society, 3) Low Carbon society, and 4) Tax Preference. The Ministry of Environmental Protection (MEP) in China is one of the leading government agencies to place high priority on promoting sustainable consumption through advocating green lifestyles in both formal and non-formal education – starting policy efforts in area in 2004. Although many policy efforts have aimed at sustainable production and promoting green markets in China, the number of policies specifically related to sustainable consumption is limited. Only four national governmental agencies were identified as enacting specific policies for promoting consumer awareness and ESC. These agencies are MEP, the National Development and Reform Commission, the China Consumer Association, and the State Forestry Administration.

Four important findings were made from the review of ESC strategies and policies in China:

- 1) Education for Sustainable Consumption has not been regarded as a priority issue and is not given significant attention.
- 2) Inter-Ministrial co-operation on sustainable consumption and ESC has not received enough concern or regard as an important issue to be addressed by the central government.
- 3) Current approaches concentrate on only a few major commodity items such as cars.
- 4) Communication for public awareness on SCP is not currently emphasised in policy. Though other policies are enacted in regards to SCP, the State does not make use of these opportunities to promote public awareness on these activities.

¹⁸ Information on China comes from IGES contracted research conducted by Dr. Qing TIAN of the Environmental Education Centre at Beijing Normal Education.

<Tab. 1: Policies and Actions to Promote Green Markets in Northeast Asia>

		<u>Environmental Labelling</u>		<u>Green Public Procurement</u>		
		<u>Eco Labels and other Type I labels</u>	<u>Type III Labels</u>	<u>National System/Law on Public Procurement</u>	<u>Green Purchasing Network</u>	<u>Other Green Market Mechanisms</u>
TEMIM Member Countries	CHINA	<p>✓CEC label since 1993; Managed by China Environmental Certification Center, a state-owned enterprise.</p> <p>Other labels include: Organic, Safe Agri-food, Water Conservation.</p>	<p>China Energy Label is a compulsory scheme; Managed by China National Institute of Standardization, an NPO.</p>	<p>✓National policy (since 2006) with good national-level implementation, but limited decentralisation.</p> <p>Jointly implemented by Environmental Protection Agency (SEPA) and Ministry of Finance.</p>	<p>China Green Purchasing Network (CGPN) was established in 2006.</p>	<p>MOEJ and IGPN provide support/capacity building for the development of China's GPP system.</p> <p>Switch-Asia projects is supporting GPP expansion in urban administrations.</p>
	JAPAN	<p>✓Eco-Mark since 1989; Managed by Japan Environment Association (JEA), an NGO.</p> <p>Other labels include: Organic, CASBEE, Eco-Rail, & Green Pla(stics).</p>	<p>Eco-Leaf labelling on energy consumption based on LCA; Managed by JEMAI (state agency under METI).</p> <p>Energy Saving Label; Managed by Energy Conservation Center Japan (state agency under METI).</p>	<p>✓ National policy (since 2000) with full implementation across national and prefectural level; implemented in 73% of local towns/villages.</p> <p>Managed by the Environment and Economy Division of MOEJ.</p>	<p>The Green Purchasing Network-Japan was founded in 1996.</p> <p>Japan Environment Association serves as GPN-J secretariat.</p>	<p>GPN-J was a main actor in the Sendai conference in 2004 that led to the founding of the International GPN.</p>
	REPUBLIC OF KOREA	<p>✓ Korea Eco-Label (KoEco) since 1992; Managed by Korea Eco-Products Institute, now part of Korea Environmental Industry & Technology Institute (KEITI), a semi-governmental entity.</p>	<p>Energy Efficient Labelling; managed by Korea Energy Management Corporation (KEMCO), a non-profit governmental agency.</p>	<p>✓National policy (since 2004) and implementation.</p>	<p>Korea Green Purchasing Network (KGPN) was established in 1999.</p>	

ESC Strategies in Japan¹⁹

The national government of Japan has set in place several strong policies for institutionalising several sustainable consumption practices including the *Fundamental Law for Establishing a Sound Material-Cycle Society* (2000), the *Green Purchasing Law* (2000) and the *Green Contract Law* (2007). These policies have aimed at developing infrastructures for sustainable consumption and transitioning the practices of public bodies to provide leadership and model best practice in sustainable consumption. In 2010, the newly formed Consumer Affairs Agency initiated an inter-agency council on SCP to identify opportunities for better coordination of SCP strategies and policies across ministries.

In formal education, ESC is addressed in terms of consumer education based on protecting the individual's rights and preventing harm. This approach does not address prevailing socio-cultural factors of consumption, nor does it connect with aspects of ESD taught as environmental education in the natural sciences. The Japanese government also enjoys strong cooperation with civil society organisations to promote and encourage participation in various campaigns for SCP. Although these efforts have led to a very high literacy on issues such as energy efficiency and 3R's for a sound material cycle, these practices – much like the government's approach to SCP policies – remains compartmentalised and disjointed. The review of ESC strategies and policies in Japan concluded that: 1) there is a need to deepen the dialogue with multi-stakeholders on the country's approach to SCP and transitioning towards sustainable lifestyles, and 2) there is a need for better integration between the various approaches taken by government agencies on promoting sustainable consumption (which hopefully will be achieved with the activities of the new inter-agency SCP council).

ESC Strategies in Republic of Korea²⁰

The national government of the Republic of Korea enacted a *Five-Year Plan for Green Growth* in 2009. This plan sets out the main framework under which SCP and ESC are currently addressed in the country. During the 1990s and 2000s, the government launched several acts addressing energy efficiency, resource savings, recycling, green procurement and environmental education. There have been several initiatives and campaigns corresponding with these acts to disseminate good practices to the public. However, the shift towards green growth has led to a decrease in prioritisation and understanding by the government on both sustainable development and sustainable consumption.

The lack of a clear vision for the government's approach to sustainable consumption and ESC under the *Plan for Green Growth* has resulted in a lack of clear coordination of policy efforts between ministries and also limited defining of the roles of various ministries in promoting sustainable consumption. This

¹⁹ Information on Japan comes from IGES contracted research conducted by Dr. Masahisa SATO and Prof. Hideki NAKAHARA of the Faculty of Environmental & Information Studies at Tokyo City University.

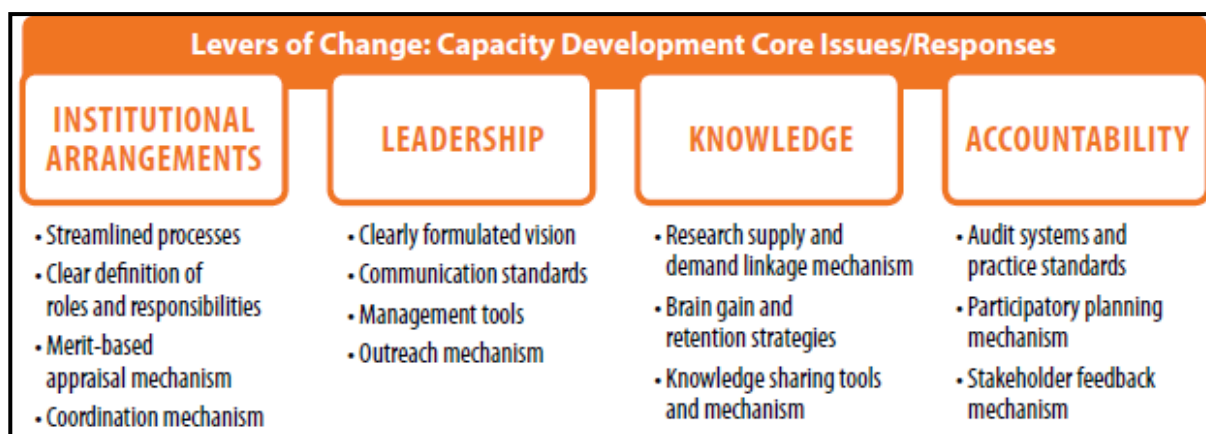
²⁰ Information on Republic of Korea comes from IGES contracted research conducted by Dr. So-Young LEE and Dr. Jung Hwa KANG of the Consumers Union of Korea.

includes a severe shortage of human resources dedicated to efforts on ESC. The government’s approach to ESC is further challenged by a lack of multi-stakeholder dialogue and cooperation in this area. However, there are clear signs that better coordination and improved capacity across the national government, local government, civil society and NGOs could achieve significant results as clear desires and motivation for achieving more sustainable lifestyles are apparent across numerous actors and the public.

ASSESSMENT OF CURRENT CAPACITY FOR IMPLEMENTING ESC IN NE ASIA

The current strategy of the United Nations Development Programme (UNDP) is focused on providing capacity development to strengthen the foundations for effective and continued development efforts. As part of this strategy, UNDP has refined a capacity development process that provides us with several key levers of change for assessing capacity assets and needs. The main levers of change identified by UNDP are 1) institutional arrangements, 2) leadership, 3) knowledge, and 4) accountability (see figure 1 below for additional criteria of each leverage point) (UNDP, 2010: 7-13).

< Fig. 1: Capacity Needs – based on current barriers to implementation >



Source: UNDP. (2010) *Supporting Capacity Development: The UNDP Approach*. New York: UNDP.

Responding to institutional arrangements for promoting sustainable consumption in the three countries, it is identified that due to the recent initiation of an inter-agency council for SCP, Japan is moving towards strong coordination in this area. It could be argued that all three governments have streamlined processes for SCP and promoting green markets, but this is not the case for ESC. Although, China’s efforts in greening formal education institutions and Japan’s efforts in regards to reducing household energy consumption both demonstrate very successful procedures. The lack of defined roles/responsibilities and a coordination mechanism are the institutional areas that have hindered the progress to-date in all three countries.

In regards to the levers of leadership and knowledge, all three countries are assessed as having very uneven capacity. Each country has certain unique strengths and weaknesses. China has a noteworthy strength in researching and piloting projects on ESC, developing specific communication standards, and

sharing these tools and mechanisms for wider implementation. Thus, many of China's projects are modelled on replicating good practice blue prints. This however results in the challenge that the Chinese government does implement broad practical-oriented programs, but it has trouble reaching a real depth and character with these projects as they do not always correspond to a clearly defined vision.

The Republic of Korea, on the other hand, now has a clearly formulated vision in their *Plan for Green Growth*, but due to the lack of well-established communication standards and outreach mechanisms this vision has yet to substantially influence policy approaches and there is a lack of clear understanding of this agenda. Japan is very strong in many aspects of the knowledge lever and has several good approaches to link supply and demand for knowledge development, but there is often little inter-agency communication to share this generated knowledge. In fact, Japan's ministries are often more likely to share knowledge internationally with parallel ministries in other countries than they are to share with other ministries domestically. This communication barrier and lack of knowledge sharing tools will hopefully be something that the efforts of the Inter-Agency Council on SCP will alleviate, but currently it remains a substantial hindrance to successful ESC implementation in Japan.

The accountability lever is an area in which all three countries have very limited capacity. In regards to SCP and ESC, there is a lack of holistic planning and a limited basis for decision making. Projects often aim at quantifiable target areas, such as visible reductions in energy usage or waste production, but little concern is placed on behavioural change. This is in part due to the lack of clear strategies for affecting this type of deeper change. A further reason is that since there are not effective ways to measure/quantify this type behaviour change then government agencies are less interested to work in this area as they cannot demonstrate the impacts of their efforts. Also, in these three countries, there has been almost no public discussion and input into framing the national visions for a sustainable society or on what are the aspects of more sustainable consumption and lifestyles which unfortunately results in a deficiency in public empowerment for such social transformations.

RECOMMENDATIONS FOR STRENGTHENING ESC IMPLEMENTATION

Roles and Responsibilities in promoting Sustainable Consumption

When we consider the highlighted actors and the proposed ideal roles that they are expected to play (as shown in table 2 on the following page), it is striking how much responsibility is placed on governments – especially at the national level and in relevant agencies – for driving the major shifts in society's patterns of consumption and production. In one aspect, this is quite reasonable that governments should serve as the primary actor in stimulating these social transformations. However, it is also important to recognise the overburden that is thus placed on governments to affect changes at the level of socio-cultural values and traditions. It is the role of government to coordinate the cooperation and participation of multi-

stakeholders, but in doing so it may be important to consider how these roles and responsibilities can be better shared across the multiplicity of actors.

Increased public participation in vision forming for a sustainable society supports greater public ownership and buy-in to this process. Facilitating this participation at the local level through various community groups also creates a further powerful actor that can take on responsibility for implementing ESC. The structures of multi-level governance are also important to consider for effective policy formation and implementation of ESC. The relationship between national government and local government needs to be developed in regards to the promotion of sustainable consumption.

<Tab. 2: Actors and *Ideal* Roles in promoting Sustainable Consumption>

<u>Actor</u>	<u>Roles</u>
National Government	<ul style="list-style-type: none"> • Conduct macro-level policy planning and coordination (including inter-ministerial efforts); • Secure input of multi-stakeholders into policy formation; • Develop policy instruments (i.e. educational, cooperative, information, economic, and regulatory); • Develop legislative frameworks to promote green supply chain management • Ensure sufficient funding and resources; • Exemplify best practice and be a proponent of progressive change; • Promote communication among diverse stakeholders; • Conduct international cooperation on SCP.
Relevant Government Agencies	<ul style="list-style-type: none"> • Coordinate specific policy measures; • Provide accountability on environmental performance; • Conduct monitoring and evaluation.
Local Governments	<ul style="list-style-type: none"> • Provide main role for implementation of policies; • Translate policy statements into practical actions; • Promote procurement of green/sustainable products.
Civil Society and NGOs	<ul style="list-style-type: none"> • Support project implementation; • Advocate for effective policy implementation; • Promote business to civil society communication.
Research and Academia	<ul style="list-style-type: none"> • Provide a strong basis for policy decision-making; • Conduct research and innovation; • Visualize the efficiency and effectiveness of green supply chain management • Measure and analyze the impacts of various policy measurements and instruments.
Educational Institutions	<ul style="list-style-type: none"> • Integrate themes of sustainable development and sustainable consumption across the curriculum and through multiple disciplines; • Promote whole systems understanding in earth systems and natural science disciplines; • Promote social awareness of the need for considering human development activities in relation to wider eco-systems; • Empower citizens to be active participants in achieving a sustainable society.
Business and Industry	<ul style="list-style-type: none"> • Strengthen infrastructure for SCP and green markets.
Retailers and Advertisers	<ul style="list-style-type: none"> • Bring awareness to the options for sustainable consumption; • Promote good options for sustainable consumption.

Media Institutions	<ul style="list-style-type: none"> • Promote public awareness on SCP; • Highlight good practices for sustainable consumption and lifestyles.
Financial Institutions	<ul style="list-style-type: none"> •
Households and Consumers	<ul style="list-style-type: none"> • <i>Divided sense of responsibility: some literature places extensive responsibility on the consumer as the primary actor for driving change in consumption patterns, while others identify the consumer as having an extremely limited role in influencing consumption patterns.</i>

Multiple Policy Mechanisms and Inter-Ministerial/Inter-Agency approaches

The government has many available policy tools and mechanisms it can use to promote sustainable consumption. Utilising a diversity of approaches helps to strengthen the overall effect. A report by the German Technical Cooperation (GTZ) and partners (2006) details a set of five policy instruments to support sustainable consumption and production. These instruments are: 1) regulatory, 2) economic, 3) educational, 4) cooperative, and 5) informational (adapted from Tyson, ed. 2006). In order to successfully implement a variety of policy tools and approaches for ESC, it will be necessary to allow each government agency to play their most effective role and to achieve policy integration through inter-ministry/inter-agency cooperation.

The U.K. government outlined a strong policy strategy in *Securing the Future* (2005) based on five main objectives:

- 1) *Enable*, action should be taken to remove barriers to sustainable consumption and to develop a supportive infrastructure.
- 2) *Encourage*, focuses on rewarding good behaviour, penalising bad behaviour, and enforcing minimum standards of practice.
- 3) *Engage*, the main objective is to involve the public and to stimulate local, community action.
- 4) *Exemplify*, the government should lead by example by developing and implementing good practice and also through achieving a consistency in their policy frameworks.
- 5) *Catalyse* builds on the achievements of the other four steps, and once a critical engagement is achieved efforts should be made to stimulate major shifts in social and cultural habits (adapted from HM Government 2005, 24-41).

These five objectives provide a clear strategy for a holistic and integrative approach to promoting sustainable consumption by addressing the physical infrastructures for sustainable consumption, promoting individual practice, influencing socio-cultural values and traditions that frame current lifestyles, and improving political systems and frameworks.

Define Policy Priorities and Target Areas for Sustainable Consumption

Confusion over what *more-sustainable* consumption means continues to hinder effective policy formation. Generic definitions of sustainable consumption are understood by government officials, however clear principles for sustainable consumption and primary target areas for policy formation are much less apparent. Governments must work to clearly define what they intend to achieve in promoting sustainable consumption; is this just a mere lessening of overall consumption (quantitative issue), or is it a change to greener forms of consumption (qualitative issue)? Also, identification of target consumption areas that currently have significant environmental impacts would distinguish clear issues and relevant actions that individuals and household can take towards achieving sustainable consumption.

Government officials understand that sustainable consumption should reduce the environmental impacts of modern consumption patterns through energy efficiency and resource savings, but there is no substantive identification of behaviours that need to be influenced to encourage this transition. Clear identification of the important values for consumers' proactive participation in sustainable consumption would provide a better understanding of the types of socio-cultural transition ESC tries to promote, such as the values for environmental citizenship identified in Choi and Didham (2009):

- 1) *Pro-environmental values* – a personal belief that protecting the environment is important;
- 2) *Individual Empowerment* – that each person can be a powerful agent of change;
- 3) *Responsibility* – a sense of environmental citizenship and duty;
- 4) *Simple actions* – recognition that little steps can lead to big impacts;
- 5) *Future Vision* – an inspired view of achieving a sustainable society (2009: 45).

Furthermore, there is also no substantive public discussion of what are the types of sustainable lifestyles that their society hopes to achieve. Public participation in forming national visions such as a “2030 Vision for a Sustainable Consumption Society” would greatly increase the sense of public ownership and responsibility for achieving this vision.

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PRESENTATIONS

made at

**PERL's Conference Session on
Education for Sustainable Consumption in Northeast Asia**

An analysis of Japanese results of the Global Survey for Sustainable Lifestyles

Dr. Midori Aoyagi,
National Institute for Environmental
Studies, Japan

Recruiting

We used the following networks and organizations to recruit respondents:

- 1) **An academic society**—
at the annual meeting of the Japan Life Cycle Assessment Society, of which Professor Atushi Inaba is president.
- 2) **University professors**— We asked professors from the University of Tokyo, Kyoto University, Hokkaido University, Sophia University, Chiba University, Waseda University, Keio University, and Tamagawa University
- 3) **Student organizations**—We asked the **leaders of student organizations and academic programs** included iPOS (Intensive Program on Sustainability at the University of Tokyo), several networks of social survey researchers, *Gakusei Sanshiro* (one of the oldest student environmental organizations at the University of Tokyo), the Japan Model United Nations Society.
- 4) **Environmental organizations**— using the mailing lists of several environmental organizations, including Japan for Sustainability and the Daiwa environmental students' program.
- 5) **The International Association of Universities (IAU)** — Through the IAU, the Office of Coordination and International Affairs at **the University of Tokyo** asked professors to distribute our survey invitation to their students.

Overview of Japanese Survey

- When?
 - Jan 2009~May 2009
- Who?
 - Japanese young professionals between 18 to 35 (But some are over 35).
 - Effective response: 189
- Translation, Recruiting, and Analysis
 - Investigators(NIES, Dentsu)

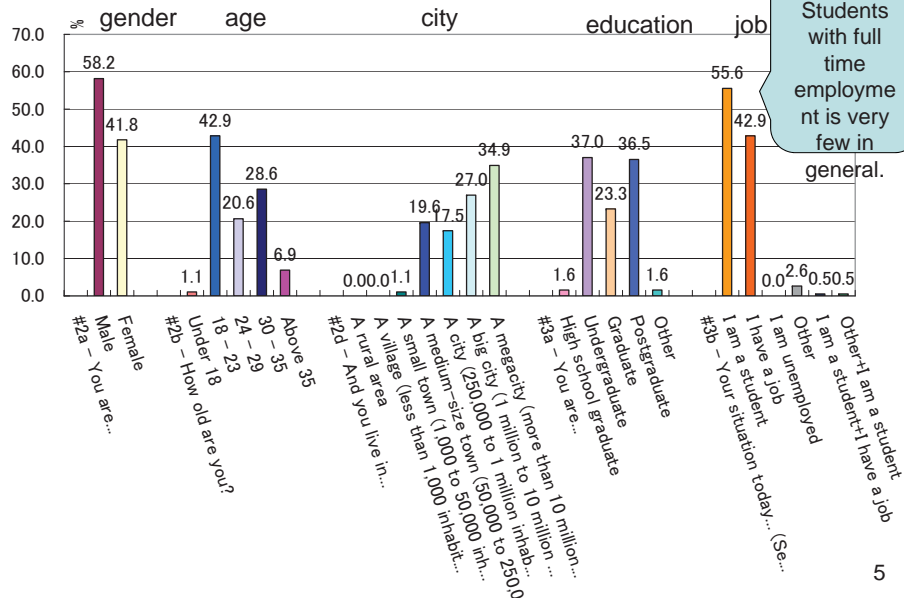
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Respondent characteristics

- Because of the nature of our recruitment (university professors, student organizations, etc.),
 - our respondents are highly educated and their parents are also highly educated and often work in management or in academic fields.
- 1) **Household annual income: Far higher compare to national average**
 - According to the General Survey of Schools conducted by the Ministry of Education, Culture, Sports, Science and Technology,
 - 51.2% of high-school graduates went on to universities in 2008.
 - According to the Survey by The Center for University Management and Policies at the University of Tokyo(2005,2006) found
 - significant differences in university enrolments' rates by household income.
 - for students attending the top universities in Japan, such as the University of Tokyo
 - A study of undergraduate students at the Campus life research Unit of University of Tokyo founds:
 - 52.3% of students came from families with an income of **more than 9.5 million yen, most frequently between 9.5 and 15.5 million yen. (90 yen=1 dollar)**
 - This is obviously higher than the national average household income of 6.3 million yen.
- 2) **Occupation of respondents': Our survey finds:**
 - 42.6% of their fathers are management-level employees,
 - 22.5% are technical professionals or work in professional fields, and
 - 12.1% are academic employees.
 - Again, **these numbers are far from the national average.** According to the 2000 Census, these occupations each represent only few percent respectively. Because of our recruitment methods, our respondents tend to be highly educated, from higher income families, and have parents who are more likely to have a higher status job.

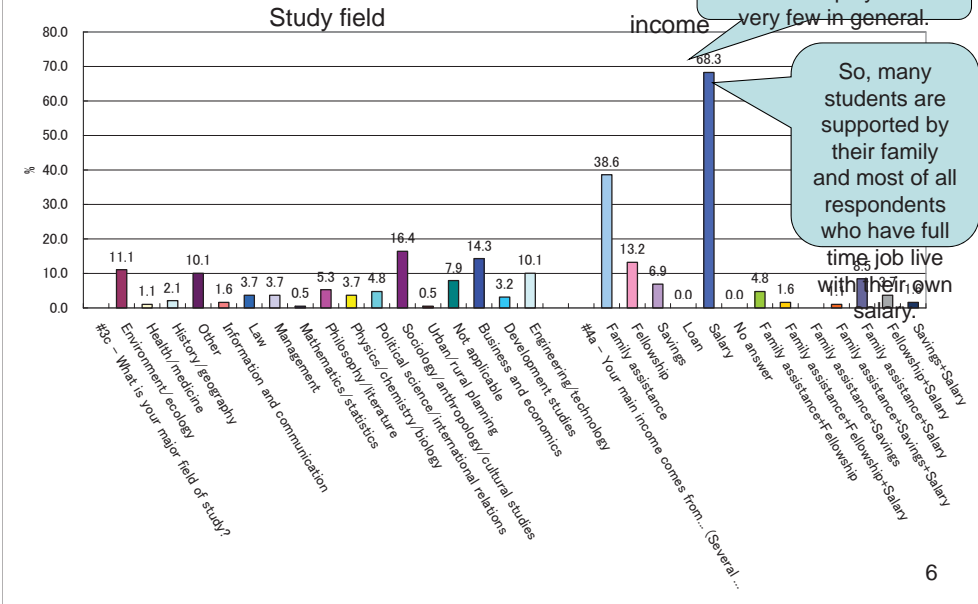
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Profile



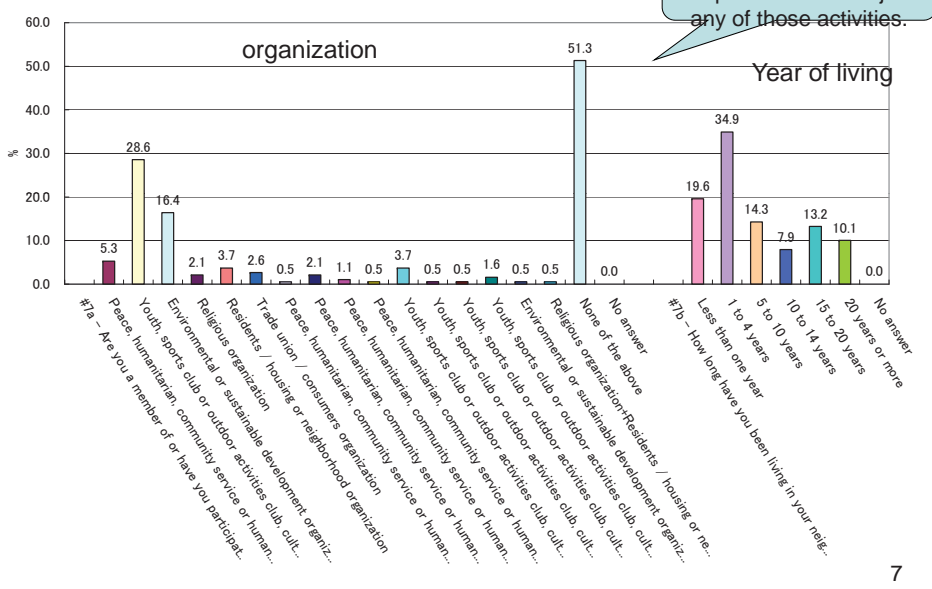
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Profile2



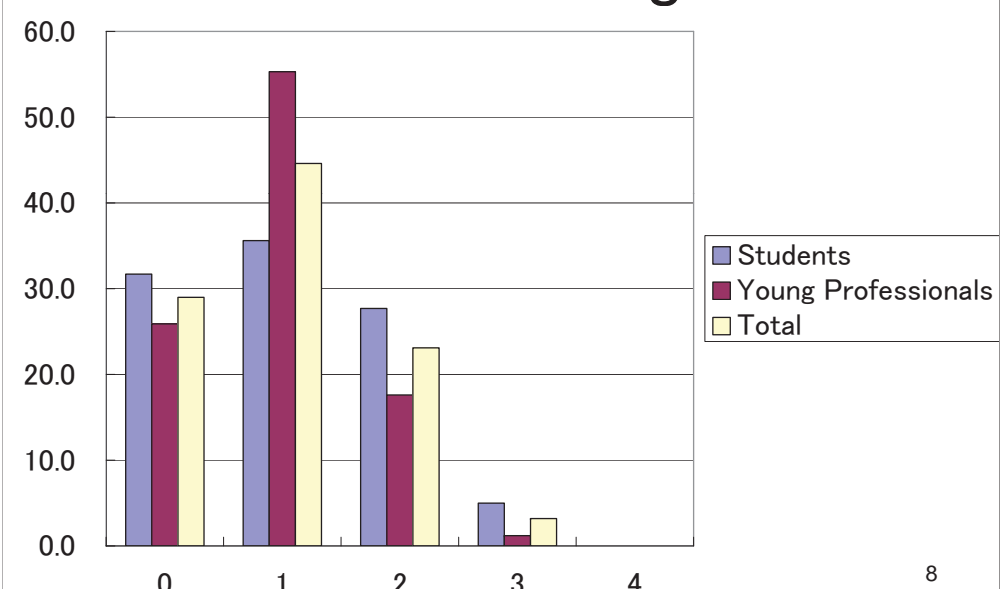
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Profile

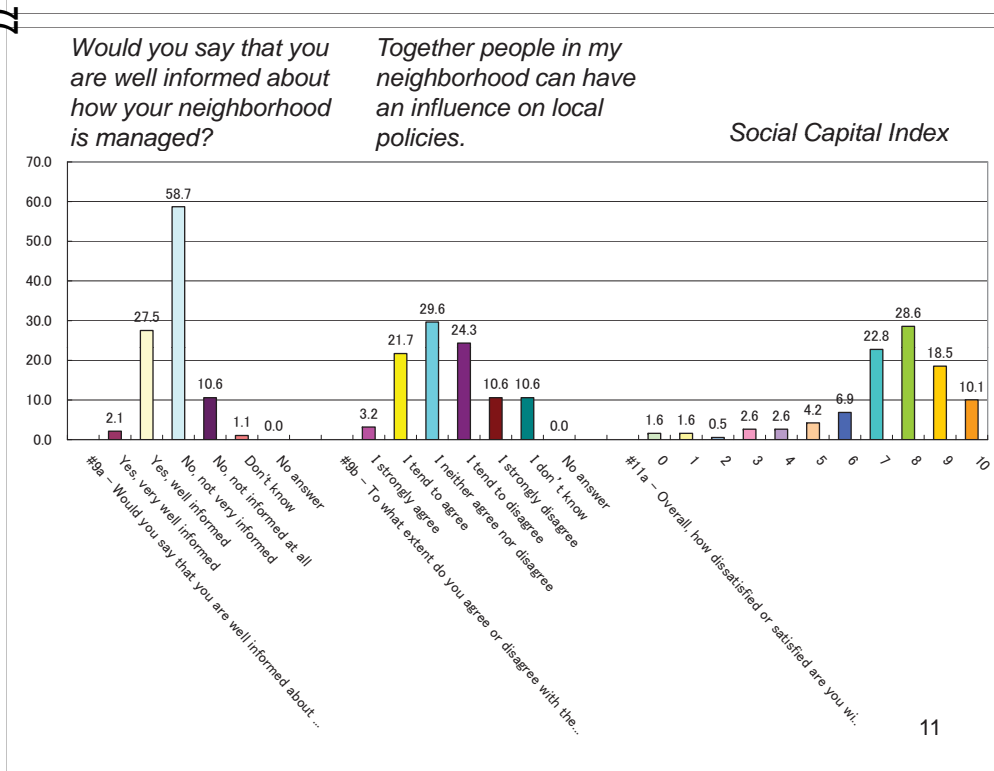
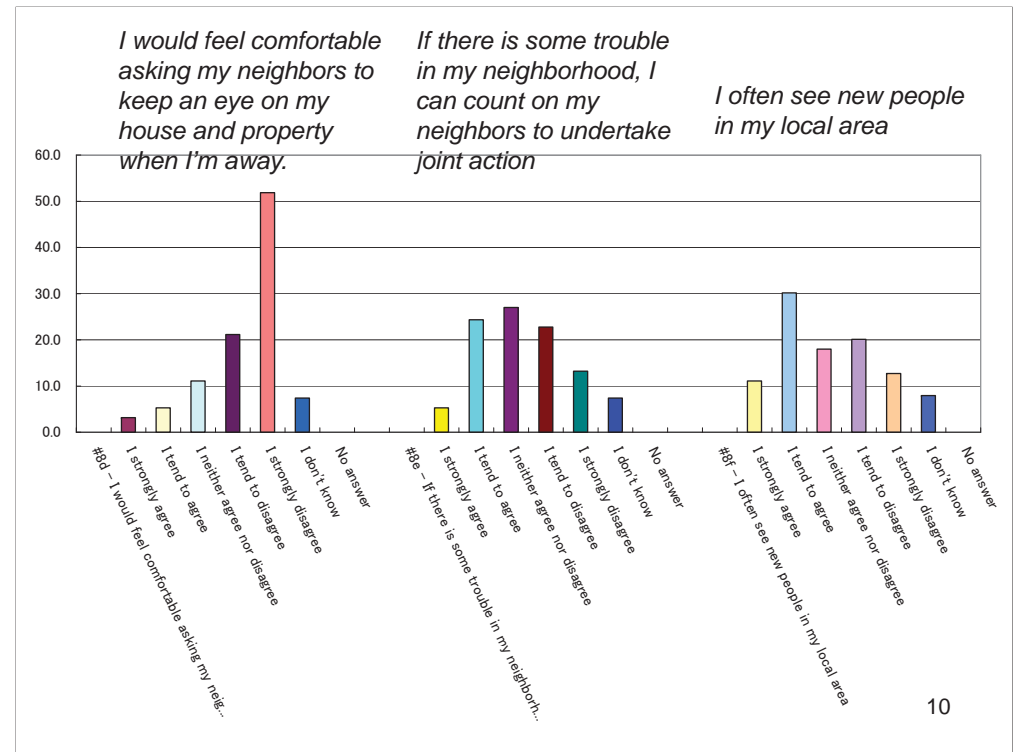
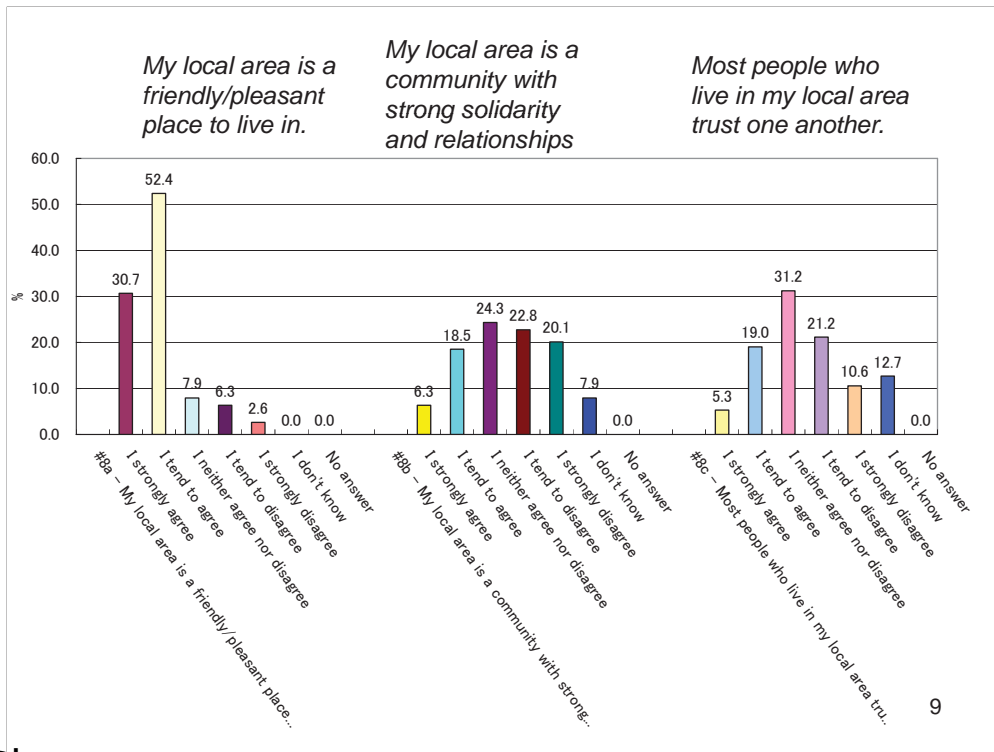


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Standard of Living index



8



Aware of poverty issues & Env. issues

Q.10 Rank the following according to what you think are the most important priorities globally.

(Results in %)

	1	2	3	4	5	6	7
Reduce or eradicate poverty, the gap between rich and poor	30.6	3.2	5.4				
Combat crime, prevent conflicts	19.4	27.4	21.5				
Fight environmental degradation and pollution (e.g. climate change)	25.8	12.9	17.7				

Ranked 1st

Issue	%
Poverty	30.6
environment	25.8
crime	19.4
Economic conditions	9.7
Social service	8.1
democracy	3.2

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Future lifestyle of their own

	N=161
hardly differ from their present lives	28.6%
they would lead more fulfilling private live	21.1
their lives would be busier	16.1
their lives would be slower and more sustainable	13.7

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Would you adopt this scenario in your everyday life?

FOOD	%	No	Yes	total
QUICK	VEGETABLE BAG SUBSCRIPTION	47.7	52.3	100.0
SLOW	URBAN GARDENS	69.2	30.8	100.0
CO-OP	FAMILY TAKE-AWAY	65.0	35.0	100.0
	TOTAL	60.2	39.8	100.0

Mobility	%	No	Yes	total
QUICK	CAR SHARING	40.0	60.0	100.0
SLOW	BICYCLE CENTER	44.2	55.8	100.0
CO-OP	CAR-POOLING ON DEMAND	75.0	25.0	100.0
	TOTAL	50.0	50.0	100.0

Household	%	No	Yes	total
QUICK	ENERGY MANAGEMENT	24.3	75.7	100.0
SLOW	URBAN COMPOSTING	44.8	55.2	100.0
CO-OP	COLLECTIVE LAUNDRY	78.3	21.7	100.0
	TOTAL	44.9	55.1	100.0

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Scenarios

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Would you adopt this scenario in your everyday life? (FOOD)

FOOD	%	No	Yes	total
QUICK	VEGETABLE BAG SUBSCRIPTION	47.7	52.3	100.0
SLOW	URBAN GARDENS	69.2	30.8	100.0
CO-OP	FAMILY TAKE-AWAY	65.0	35.0	100.0
	TOTAL	60.2	39.8	100.0

Most favourite: VEGETABLE BAG SUBSCRIPTION:

Although the ability to make **direct purchases** from local producers (local production for local consumption) and **obtaining fresh, organic vegetables is attractive**, many respondents complained about factors such as the **inability to choose the types and amounts of vegetables** desired.

Other scenarios: Although trends are also seen in housekeeping, it seems that there is a trend for others to meddle in private family lives and for people to be against drawing attention from others. The following answer seem to represent such trends: **It is assumed that people should meet with neighbors and get along well. Although this is enjoyable, for people who return home late at night for reasons such as work and meeting people as well as those who would like to give priority to free time, visiting people's homes at set times may become a burden both physically and spiritually.**

16

Would you adopt this scenario in your everyday life? (Mobility)

Mobility	%	No	Yes	total
QUICK	CAR SHARING	40.0	60.0	100.0
SLOW	BICYCLE CENTER	44.2	55.8	100.0
CO-OP	CAR-POOLING ON DEMAND	75.0	25.0	100.0
	TOTAL	50.0	50.0	100.0

Most favourite: BICYCLE CENTER

Many of the respondents are used to bicycles since they are already using them at the present time. They have a favorable impression concerning arrangements for required maintenance. The current bicycling environment in Japan is still not well serviced (lack of bike lanes, many bumpy roads, and bicycle parking areas that are not maintained) and respondents feel that it would be good if they were serviced more.

Other scenarios : Since the majority of respondents live in the Tokyo metropolitan area, their lives are not difficult without cars because they live in convenient areas where they can combine bicycle use with public transportation (subways, buses, and trains).

17

Would you adopt this scenario in your everyday life? (Household)

Household	%	No	Yes	total
QUICK	ENERGY MANAGEMENT	24.3	75.7	100.0
SLOW	URBAN COMPOSTING	44.8	55.2	100.0
CO-OP	COLLECTIVE LAUNDRY	78.3	21.7	100.0
	TOTAL	44.9	55.1	100.0

Most favourite: URBAN COMPOSTING

Respondents answered that they were aware of the realistic aspects of urban composting, such as being highly realistic and feasible, that they were aware of the large garbage issue, that they thought it would be good if they were able to recycle materials well, etc.

Other scenarios : Many respondents answered that they were not fond of the idea of energy management because it would interfere with their lives. Several respondents said that the reasons were due to privacy and related costs. Many people care about hygiene when it comes to laundry. They worry whether or not others would follow the rules properly (for example, placing muddy socks into wash loads). There were also people who answered, "There are people who do not want to wash their own clothes in machines that were used by others."

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For you, what makes a way of living "sustainable"?

<i>the first things you could do?</i>	N=113	<i>what makes a way of living "sustainable"?</i>	N=113
Saving electricity, water....	28.3	Responsibility for future generations	47.7
Do not purchase wasteful things	23.9	Too luxury current lifestyle	21.6
Better understanding of Environmental issues	10.6	For the earth	21.6
Reduce waste	10.6	For myself	9.0

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STRENGTHENING PARTNERSHIPS AMONG SOCIAL SECTORS TO ENABLE RESPONSIBLE LIVING IN CHINA

Yang Ke
Beijing Municipal Publicity Education Center for Environmental Protection,
China

1

Contents

- I. Importance
- II. Policy support
- III. Opportunities
- IV. Case Study: “Driving One Day Less”
Initiatives in Beijing
- V. Conclusion

2

The importance of strengthening partnership for ESC

- Sustainable Consumption is a broad issue and it can only be fully promoted, educated and implemented through partnerships and connections both in formal and informal way.
- A person's consumption decision is an integration of his/her knowledge, emotion, willingness (or choice) and behavior (or action).
- A strong partnership among the social sectors will be a necessity for the success of ESC at local, national and international level.
- A wide variety of partners (governmental and civil society organizations, media etc.) exist for all the ESC interests parties to cooperate with each other to improve the quality of ESC.

3

Policy support to the ESC

- **Rationality:** Sustainable consumption and production are the two faces of the same coin. Policies supporting sustainable consumption and ESC should be developed simultaneously with the progress of sustainable production.
- **Reality:** Sustainable production has attracted great attention. However, ESC has not been put forward as a priority both in environmental protection and education authorities at national level in China.
- **Result:**
 - 38.7% consumers would purchasing green food in China. – investigation by China Consumers' Association in 2004
 - 60.6% corespondents think government should be the first model for Sustainable Consumption. – Web investigation by The China Youth Daily in 2007

4

Opportunities for the strengthening partnership for ESC

- *Environmentally awareness*
- *Interdisciplinary*
- *Value-based*
- *Creative, practical and relevant*
- *Respecting cultural diversity and indigenous knowledge*

5

Case Study: “Driving One Day Less” Initiatives in Beijing

- **Background of the Initiatives**
- **Target of the Initiative**
- **Strategies**
- **Main activities and Achievements**

6

‘Driving One Day Less’ Initiative



Initiative Logo



Car sticker

<http://www.skytc.org/cn/index.php>

7

Strategies

- **Voluntarily and folk-based participation without any enforcement.**
- **Free options on participation time and activities with combination of separate activities and showcases.**
- **Without the costs of working efficiency and life quality.**

8

Understanding and Lessons

- Focusing on hot environmental issues which linked closely with peoples daily lifestyle
 - Air Quality – Health - Car Driving – Transportation - Lifestyle
- Make it easily for people to participate
 - Driving One Day Less
- Developing one initiative including variety of activities
 - 2006 - Driving One Day Less per Month Commitment
 - 2007-Bicycling Campaign,
 - 2008-Tree Planting Campaign,
 - 2009-Walking Campaign,
 - 2010-Low Carbon Transportation IC Card,
 - 2011-Smart Mobility Mix Solution Competition, 2011-Green Street Mapping Campaign, etc.
- Involve stakeholders as much as possible (government officers, car owners, citizens, young people)
- Cooperate Closely with public media
 - News papers,
 - Radio,
 - TV,
 - Websites

9

Scaled up and Transformation of the Initiative

- 2007 June 5th, "Driving One Day Less" co-initiative in Beijing and Vancouver <http://www.beijing2008.cn/43/10/worldenvironmentday.shtml>
- Driving one day less in Shanghai http://www.china.com.cn/news/gongyi/2010-02/26/content_19480392.htm
- Driving one day less in Guangzhou <http://jt.gz.bendibao.com/news/20101022/71721.shtml>
- Driving one day less in Haikou http://www.hq.xinhuanet.com/news/2011-01/26/content_21951622.htm
- Drive one day less in Qingdao city http://bddsb.dzwww.com/yw/200703/t20070322_2068337.htm
- Driving one day less in Changsha city <http://news.rednet.cn/c/2010/03/01/1911570.htm>
- Driving one day less in Yi Wu city. <http://zjnews.zjol.com.cn/05zjnews/system/2010/09/21/016950575.shtml>

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Conclusion

- ESC, through policy-making and pilot projects, can only be done with the support and cooperation of governments, regional and international organizations and civil society organizations.
- Pilot projects to integrate sustainable consumption in the informal education sector, through the promotion of eco-initiatives and the active participation of citizens, especially youth, are essential and can have instant social effects.
- Different social sectors are all responsible for ESC since they are all influencing people's knowledge, emotion, willingness, choice and behavior in consumption.

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Suggestions

- Seeking common ground while reserving differences.
 - Common: Initiate ESC projects for PERL partners at regional and international level (eg. YouthXchange project).
 - Differences: adapting common thoughts into diverse activities. (eg. YouthXchange project).
 - Linking Common and Difference: encouraging regional cooperation on ESC researching and actions. (eg. C-J-K regional cooperation on ESC)
- Involve influential partners from publication, media and entertainment industries.
- Involve SC information into the daily media of the local people.

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Public Service AD



13

■ Thank You for Your Attention !

14



Contributing Factors for the Promotion of "Education for Sustainable Consumption (ESC)" in Japan, based on IGES Tripartite Comparative Case Study on ESC Governmental Capacity

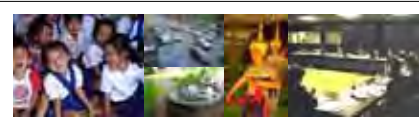
Enabling Responsible Living, PERL's International Conference
Maltepe University,
14-15 March 2011, Istanbul, TURKEY

Masahisa SATO and Hideki NAKAHARA

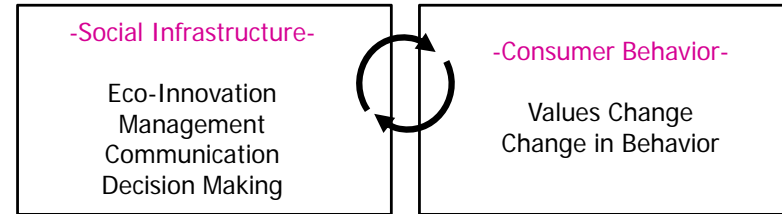
m-sato@tcu.ac.jp, nakahara@tcu.ac.jp
Tokyo City University
14-15 March 2011



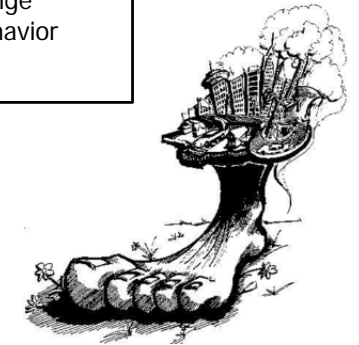
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**Basic Stance:
Ecological Footprint (Env. Capacity) and Sustainable Consumption**



- **Input Less (quantity)**
- **Input Better (quality)**
- **Consume Less (quantity)**
- **Consume Better (quality)**
- **Non-materialism,**
- **Sharing (goods & service)Culture**



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National Strategy & Legislative Framework related to ESC

National Strategy

- 21 Century National Environmental Strategy (2007)
- ESD Action Plan (2006)
- Japan Unveils Plan for Growth (2010)

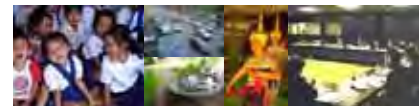
Law

- Law on Promoting Green Purchasing (1996)
- Green Contract Law (2007)
- Law for Enhancing Motivation on Environmental Conservation and Promoting of Environmental Education (2003)
- Formulation of "Basic Promotional Plan for Education" (2008) and Revision of "Courses of Study" (2008)
- Basic Law for the Promotion of Recycle oriented Society (2000)

Abbreviation

- EE:** Environmental Education
- ESC:** Education for Sustainable Consumption
- ESD:** Education for Sustainable Development
- SCP:** Sustainable Consumption & Production
- FE:** Formal Education
- NFE:** Non-Formal Education

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- Objectives:**
- to conduct an assessment of current governmental capacity for effective ESC implementation,
 - to identify pathways for improving overall performance.

- Methods:**
- Questionnaire Survey
 - Structured interview, open discussion

Contents (Question Items):

- (1) Main policies, (2) definitions, criteria, benchmarks, (3) strategy, (4) responsible actors, (5) target actors, (6) target area to be improved, (7) project / programme, (8) specific measurements of success, (9) strengths / weakness, (10) constrains, (11) ways for encourage public participation, (12) partnership with NPO/NGOs, (13) institutional capacity, (14) points to be improved for institutional capacity development



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Research Targets

Targets

A. Ministries in Charged

- (1) **Ministry of Environment (MOE)** – Environmental Policy
- (2) **Ministry of Education, Sports, Culture, Science (MEXT)** – Environmental Education
- (3) **Ministry of Economic, Trade and Industries (METI)** – Sustainable Production and Consumption
- (4) **Cabinet Office** (to be interviewed) - Education for Sustainable Consumption

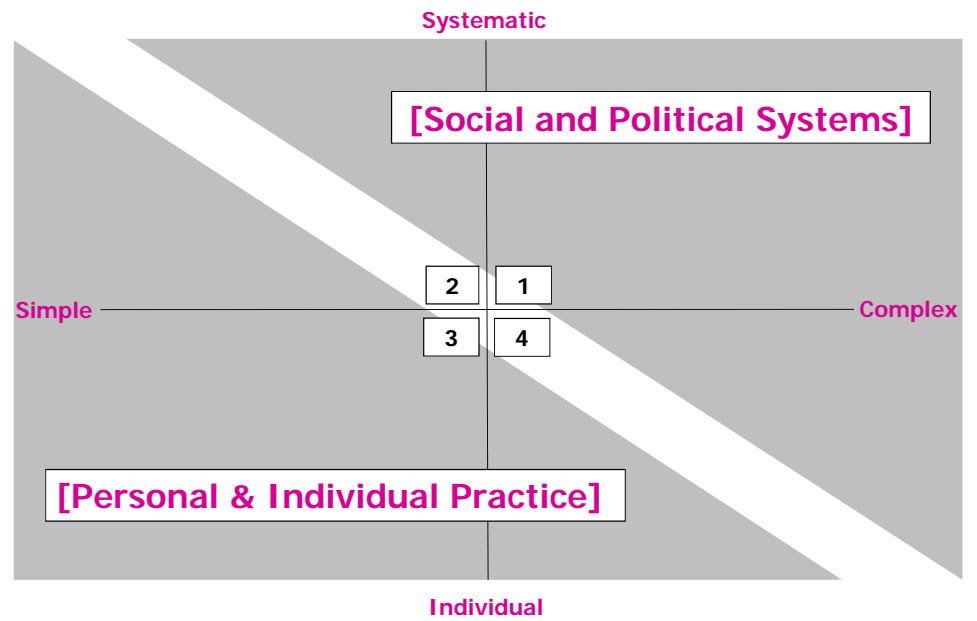
B. Implementation Bodies

- (1) **Kanagawa Pref.** (Leading Pref. on Environment)
- (2) **Yokohama City** (Biggest City designated by ordinance)

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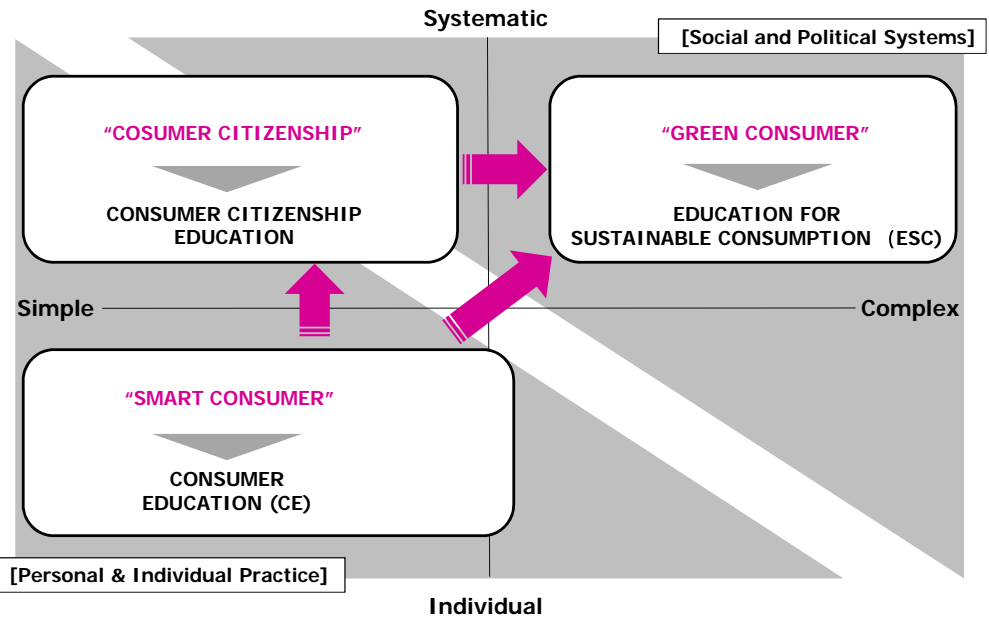
1-4 Quadrants Promoting Education for Sustainable Consumption



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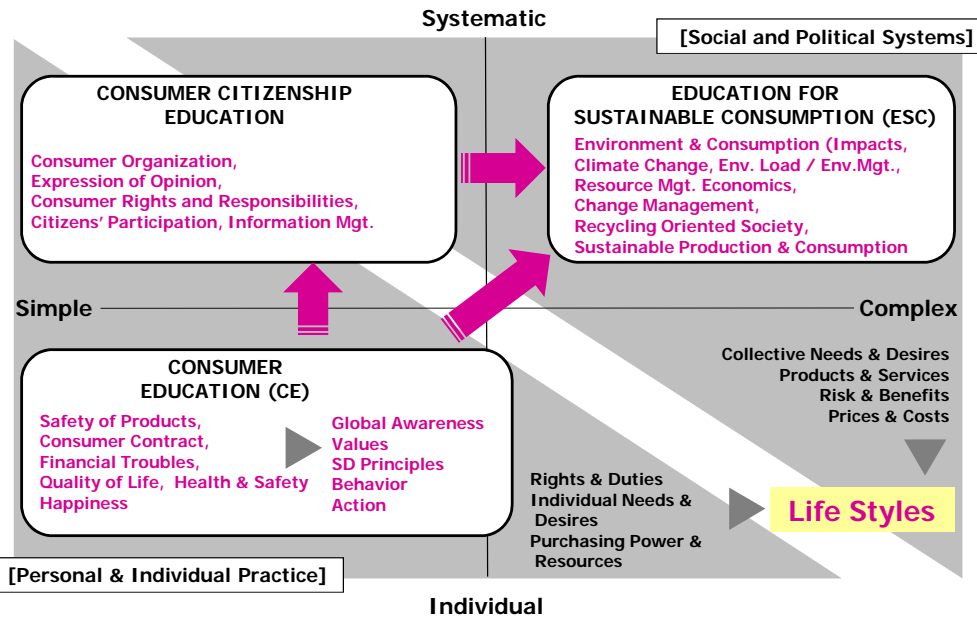
Different Types of Education to Achieve Sustainable Society



Masahisa SATO and Hideki NAKAHARA 2011, Contributing Factors for the Promotion of "Education for Sustainable Consumption (ESC)" in Japan, Enabling Responsible Living, PERL's International Conference, Maltepe University, 14-15 March 2011, Istanbul, TURKEY

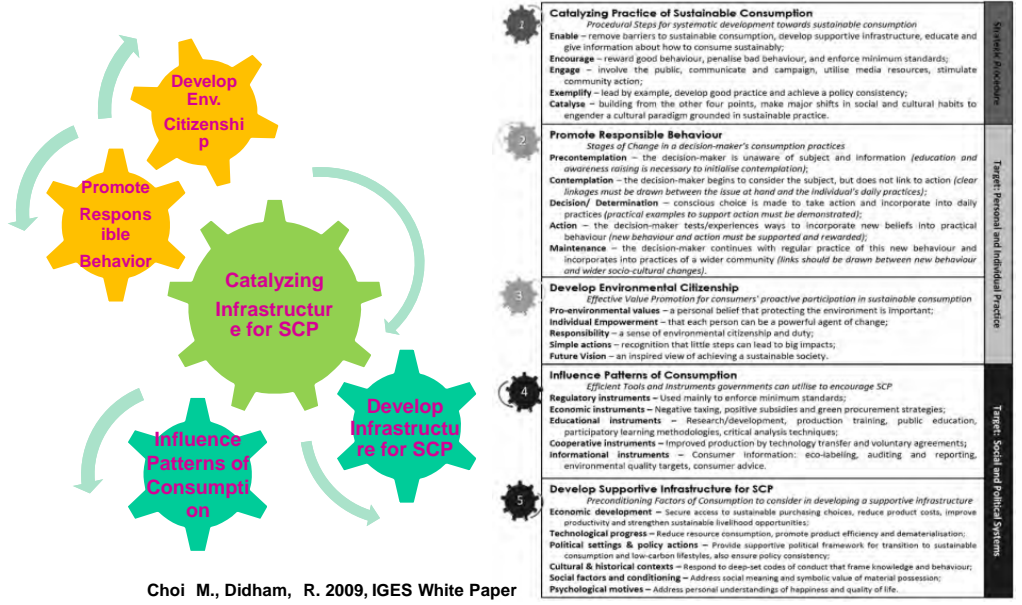


Different Themes of Each Education



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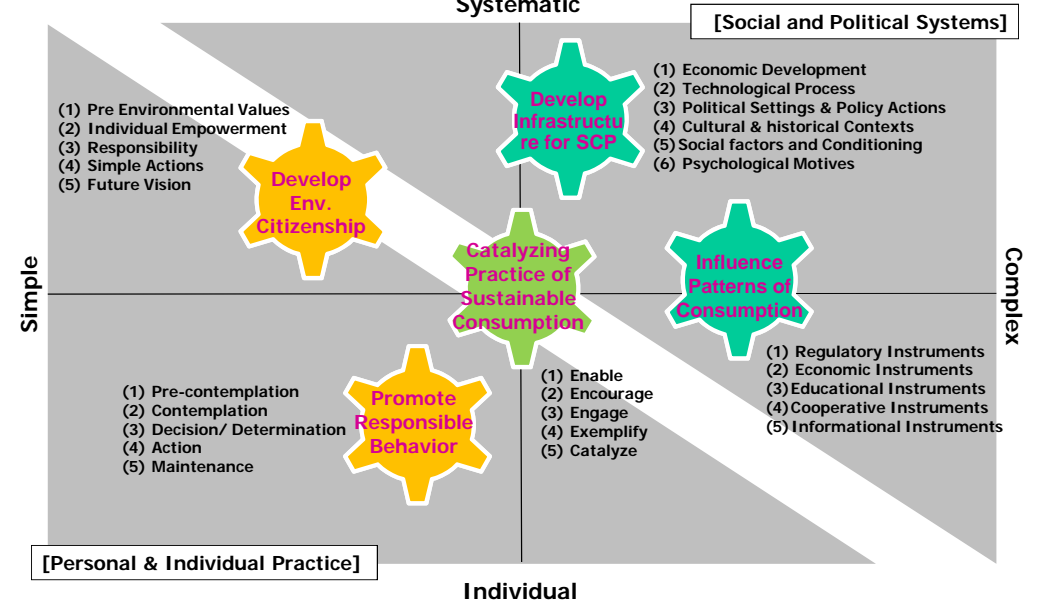
Research Implementation Assessment Framework of ESC Mechanism



Masahisa SATO and Hideki NAKAHARA 2011, Contributing Factors for the Promotion of "Education for Sustainable Consumption (ESC)" in Japan, Enabling Responsible Living, PERL's International Conference, Maltepe University, 14-15 March 2011, Istanbul, TURKEY

Primary Mechanism to Promote Sustainable Consumption

Linking with individual choice and social infrastructure



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Research Findings Case Based (Ministry of Education)

[Overall]

- Formal Education , Non Formal Education (Life Long Learning)
- Revision of National Curriculum (Course of Study) with "Sustainability aspects"

[Main Focus]

1.Promote Responsible Behavior

- EE as a priority theme, in cross curriculum
- EE Guideline Developed, ESD in FE is being researched
- EE in the subject of science & social studies (Junior High School)
- Pre-contemplation, Contemplation, Decision / Determination, Action, Maintenance

2.Develop Environmental Citizenship

- Not clearly identified ESC in educational policy
- ESC text book in the Subject of Home Economics (High School) was developed and used
- Limited times for ESC in class
- Consumer Education & NFE as a part of Lifelong Learning
- Pro-environmental values, individual empowerment, responsibility, simple actions, Future Vision.

Develop Env. Citizenship (Yellow star)

Promote Responsible Behavior (Yellow star)

Law for Enhancing Motivation on Environmental Conservation and Promoting of EE (2003)

-Formulation of "Basic Promotional Plan for Education" (2008) and Revision of "Courses of Study" (2008)

- Life Long Learning Promotion Law(1990)

Masahisa SATO and Hideki NAKAHARA 2011, Contributing Factors for the Promotion of "Education for Sustainable Consumption (ESC)" in Japan, Enabling Responsible Living, PERL's International Conference, Maltepe University, 14-15 March 2011, Istanbul, TURKEY

Research Findings Case Based (Ministry of Environment)

[Overall]

- Environmental Policy Setting
- In Cooperation with GPN, Japan Environment Association, NGO&NPOs
- Providing obligation to local authorities for striving hard to follow "Law on Promoting Purchasing"

[Main Focus]

1.Develop Environmental Citizenship

- Pro-environmental values, individual empowerment, responsibility, Future Vision.

2.Develop Infrastructure for SCP

- Political Settings & Policy Actions, Social factors and Conditioning

3. Influence Patterns of Consumption

- Educational Instruments, Cooperative Instruments, Informational Instruments

4. Catalyzing Practice of Sustainable Consumption

- Enable, Encourage, Engage, Exemplify

Develop Env. Citizenship (Yellow star)

Develop Infrastructure for SCP (Green star)

Catalyzing Practice of Sustainable Consumption (Green star)

Seminar on Green Purchasing, In cooperation with GPN
www.shigagpn.jp/katudo/07/070823semi.htm

-Law on Promoting Green Purchasing (1996)

-Green Contract Law (2007)

-Law for Enhancing Motivation on Environmental Conservation and Promoting of Environmental Education (2003)

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Research Findings Case Interview (METI)



<http://eco-pro.com/eco2010/highlights/index.html>



<http://www.cfp-japan.jp/english/>

-Japan Unveils Plan for Growth
-Carbon Footprint System



[Overall]

- Eco Innovation, Social Infra Structure Setting
- Based on Carbon Footprint System
- Promoting Eco Innovation & Green Market
- Carbon Footprint System

[Main Focus]

1. Develop Infrastructure for ESP

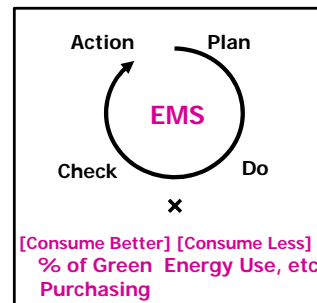
- Economic Development, Technological Process, Political Settings & Policy Actions

2. Influence Patterns of Consumption

- Regulatory Instruments, Economic Instruments, Cooperative Instruments, Informational Instruments
- Involvement school students into Eco-Products Exhibition

Masahisa SATO and Hideki NAKAHARA 2011, Contributing Factors for the Promotion of "Education for Sustainable Consumption (ESC)" in Japan, Enabling Responsible Living, PERL's International Conference, Maltepe University, 14-15 March 2011, Istanbul, TURKEY

Research Findings Case Interviews (Kanagawa Prefecture)



Green Procurement
by Local Government



[Overall]

- Based on ISO 14001 Management (PDCA cycle) to the all members of Pref. government
- Leading pref. in cooperation with GPN,
- % of Green Purchasing: 95%
- Agenda 21 with active participation to the anti Climate Change, to the promotion of 3Rs
- My agenda project for households (84,000 local citizens participated, 5,000 Questionnaire Survey obtained)

[Main Focus]

1. Institutional Management (EMS)

- Green Procurement by Local Government
- Environmental Management System

2. Promote Responsible Behavior

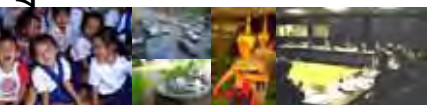
- Pre-contemplation, Contemplation, Decision / Determination, Action, Maintenance

3. Develop Environmental Citizenship

- Pro-environmental values, individual empowerment, responsibility, simple actions, Future Vision.

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Research Findings Case Interview (Yokohama City)



nakakmb.exblog.jp/m2008-06-01/



[Overall]

- Biggest City designated by ordinance (4.3million)
- Self Environmental Management
- Active participation of NPO/NGOs, Volunteers
- Active Educational practices

[Main Focus]

1. Promote Responsible Behavior

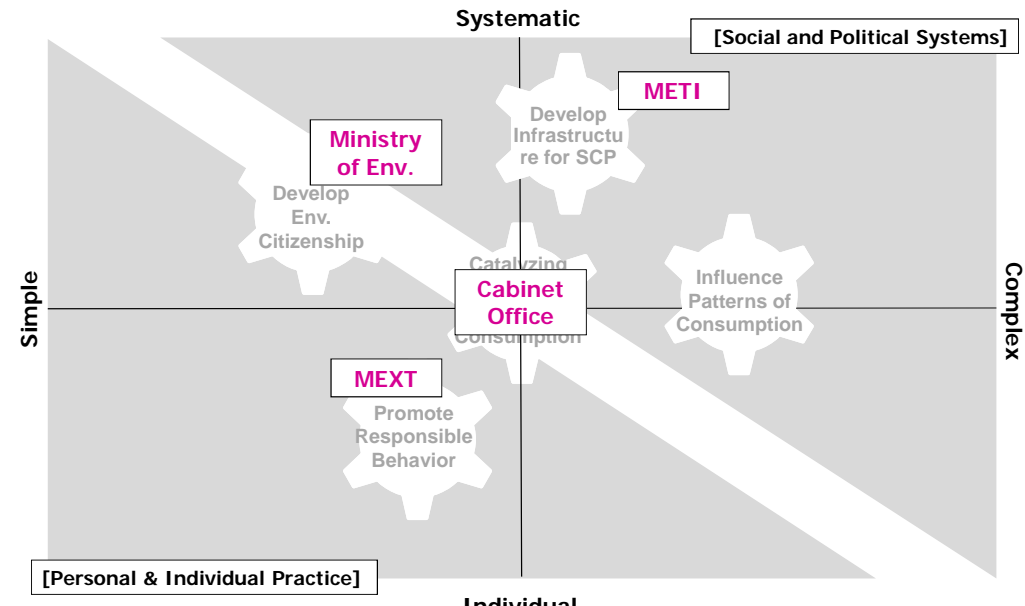
- Pre-contemplation, Contemplation, Decision / Determination, Action, Maintenance

2. Develop Environmental Citizenship

- Yokohama Eco-School (YEC) for the promotion of partnership for EE.
- Pro-environmental values, individual empowerment, responsibility, simple actions, Future Vision.

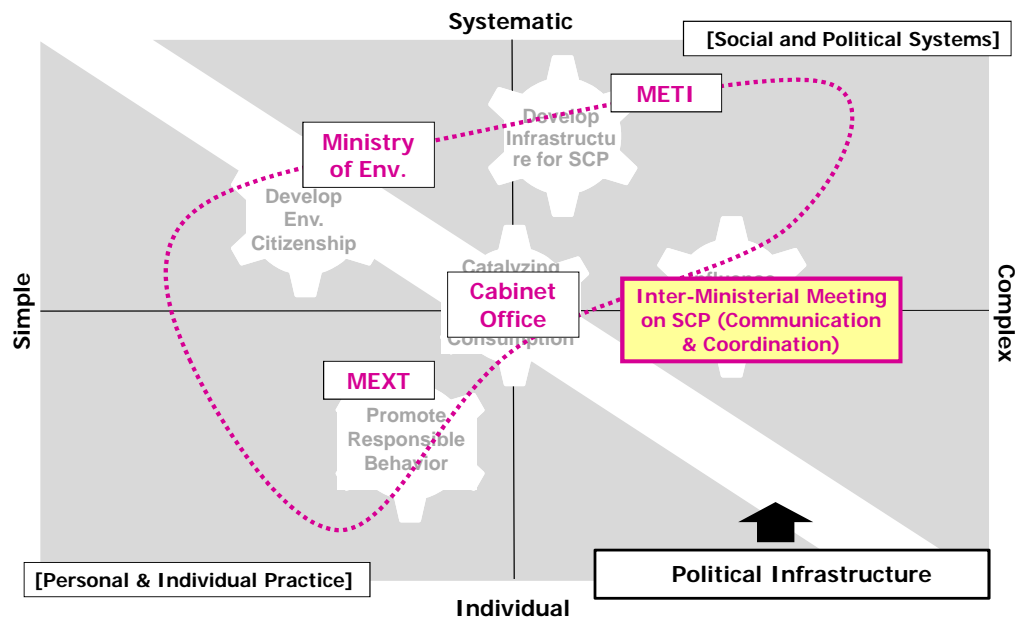
Masahisa SATO and Hideki NAKAHARA 2011, Contributing Factors for the Promotion of "Education for Sustainable Consumption (ESC)" in Japan, Enabling Responsible Living, PERL's International Conference, Maltepe University, 14-15 March 2011, Istanbul, TURKEY

Roles and Responsibilities of Ministries Linking with individual choice and social infrastructure



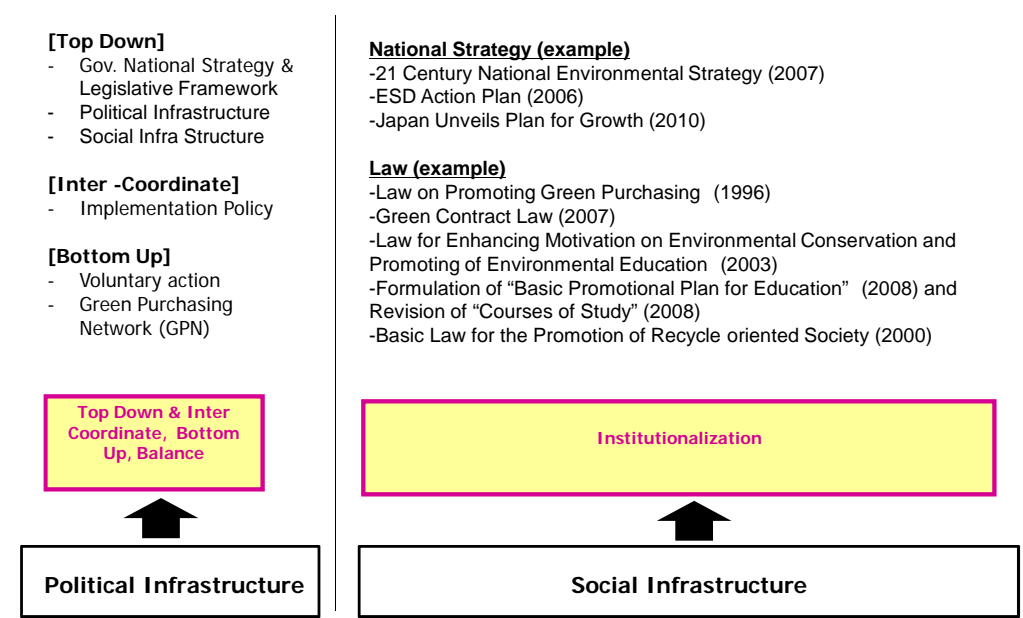
Masahisa SATO and Hideki NAKAHARA 2011, Contributing Factors for the Promotion of "Education for Sustainable Consumption (ESC)" in Japan, Enabling Responsible Living, PERL's International Conference, Maltepe University, 14-15 March 2011, Istanbul, TURKEY

Lessons Learnt: Contributing Factor (1):



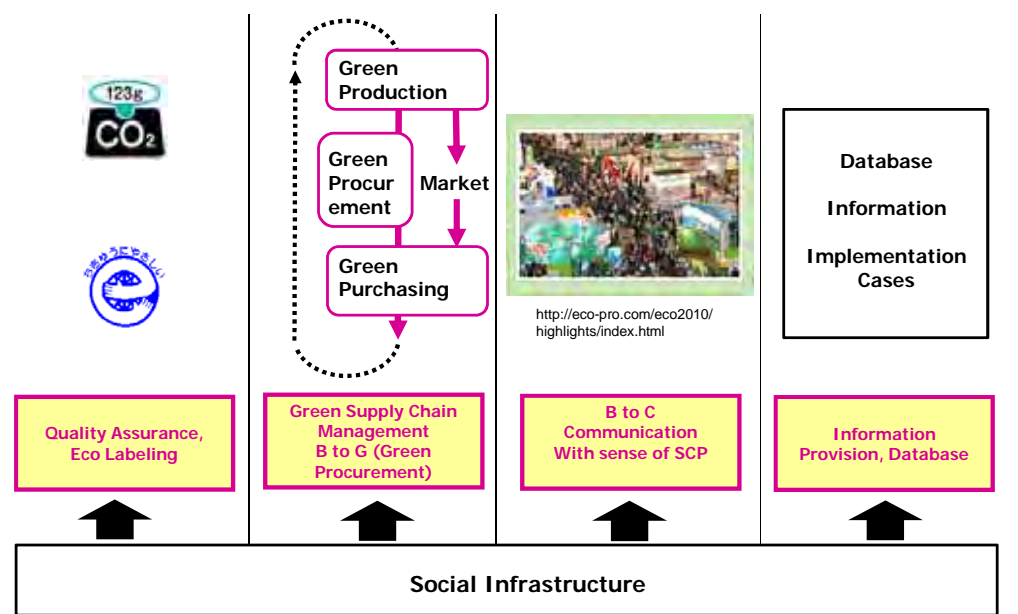
Masahisa SATO and Hideki NAKAHARA 2011, Contributing Factors for the Promotion of "Education for Sustainable Consumption (ESC)" in Japan, Enabling Responsible Living, PERL's International Conference, Maltepe University, 14-15 March 2011, Istanbul, TURKEY

Lessons Learnt: Contributing Factors (2):



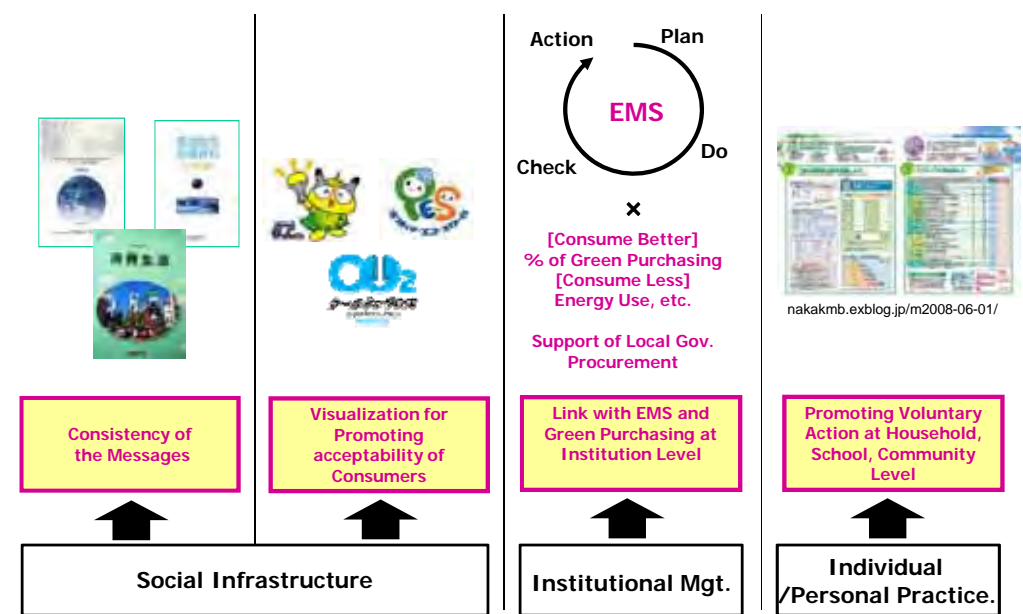
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Lessons Learnt: Contributing Factors (3):

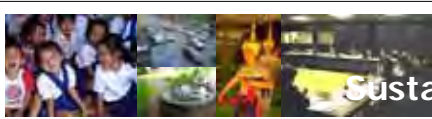


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Lesson Learnt: Contributing Factors (4):



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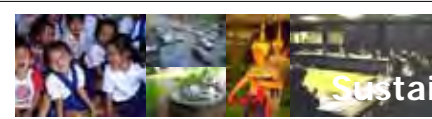


Current Approach to promoting Sustainable Consumption (1): Strength

1. Strengths

- (1)legal institutionalization-** the contributions of the *Fundamental Law for Establishing a Sound Material-Cycle Society* (2000) and the *Green Contract Law* (2007) have been most profound. In addition to the good practice examples pointed out in this report and the institutionalization documented above, enhanced
- (2)political (inter-agency council, etc.) and social infrastructure** (qualitative proof and environmental labeling of environmentally friendly products, municipal green procurement initiatives based on *Green Purchase Law* and *Green Contract Law*, etc.),
- (3)institutional management** (linking with environmental management systems like ISO14001, etc.),
- (4)individual and personal good practices** (environmental family bookkeeping, etc.) are the strengths of Japan's promotion of sustainable consumption and production.
- (5)With 240 municipalities participating in seven regional green purchasing networks** located from Hokkaido in the North to Kyushu in the South, the Green Purchasing Network that links all of their initiatives is perhaps the biggest strength.

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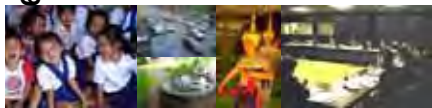


Current Approach to promoting Sustainable Consumption (2): Weakness

2. Weaknesses

- (1)unstable political change, due to the introduction of the single-seat constituency system,** between elected officials and has had a large impact on consumer administration.
- (2)fails to create inter-agency policies, due to the creation of the Consumer Affairs Agency in 2009** - this lack of functioning as a coordinator encourages a compartmentalization amongst agencies and we can see the current state of inconsistencies of policy surrounding sustainable consumption and purchasing and education for sustainable consumption.
- (3)aging of civil society leaders** invites a decline in vibrancy of their activities. Aging of women's consumer organizations in particular weakens the consumer movement and has pressed people to step away from consumer protection administration, as the elimination of the Citizens Living Council attests.

Masahisa SATO and Hideki NAKAHARA 2011, Contributing Factors for the Promotion of "Education for Sustainable Consumption (ESC)" in Japan, Enabling Responsible Living, PERL's International Conference, Maltepe University, 14-15 March 2011, Istanbul, TURKEY

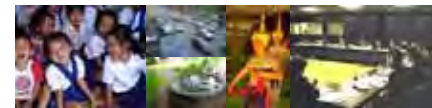


Recommendations for improving the practice of ESC (1):

1. General practice of ESC

- (1)Outreach, promotion and increased awareness about the importance of consumer education,
- (2)Raising awareness about the various types of consumer education,
- (3)Further improvement of the GPN and its regional networks,
- (4)Government and municipal support for GPN and regional network activities,
- (5)Create effective communication opportunities that maintain the essence of sustainable consumption and production between corporations, municipalities, and consumer networks (continue Eco Products Exhibition and engage different stakeholders),
- (6)Enhance research on receptivity from a consumer perspective,
- (7)Information sharing and support for individual and personal practice,
- (8)Participate in share knowledge with and comment on the International Green Purchasing Network,
- (9)Interact with GPNs from individual Asian countries, and
- (10)Develop Asian and global environmental strategies that Japan's initiatives utilizing green supply chain management.

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Recommendations for improving the practice of ESC (2):

2. Policy strategies on ESC

- (1)Strengthening the coordination between agencies and ministries based on the leadership of the Cabinet Office's Consumer Affairs Agency,
- (2)Promotion of efforts and obligation for municipal green procurement based on *Green Purchase Law* and *Green Contract Law*,
- (3)Linkage in municipal green procurement and environmental management systems such as ISO14001,
- (4)Enhanced qualitative proof and environmental labeling of environmentally friendly products,
- (5)Strengthen relationships with Eco Product Exhibitions in countries throughout Asia and create opportunities for communication with diverse stakeholders, and
- (6)Strengthen the relationships between environmental education policies in schools, ESD policies, and consumer education policies.

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Education for Sustainable Consumption & Promoting Sustainable Lifestyle in Republic of KOREA

Korea University
So-Young Lee

LOW CARBON GREEN GROWTH

CONTENTS

Existing Policy Framework on ESC

Current Governmental Strategies for Promoting SC

Assessment on Partnership between Government & NGOs

GREEN GROWTH NATIONAL VISION

STRATEGIES	POLOCY DIRECTIONS
Mitigation of climate change & energy	Effective mitigation of greenhouse gas emissions
	Decrease energy dependence on oil and enhance energy sufficiency
	Support adaptation to climate change impacts
Creating new growth engines	Develop green technologies as future growth engines
	Greening of industry
	Develop cutting-edge industries
	Set up policy infrastructures for green growth
Improving quality of life and Strengthening the status of the country	Green city and green transport
	GREEN REVOLUTION in LIFESTYLE
	Enhance national status as a global leader in green growth

POLICY on SC

Regulatory

Obligational Purchasing of Environmentally-friendly Products in the governmental sector

Voluntary collaborated

Eco- Labelling, Carbon Footprint Labelling, High Efficiency Appliance Certification Programme

Economic Incentive

Carbon Point System, Carbon Cashback

5

ESC in FORMAL EDUCATION

Environment Education

2005 National Environment Master Plan
2006 Master Plan of EE development
2008 EE Promotion Act
2009 Framework Act on GG

Education for GG

Education to NO conflict between economic growth & environmental protection for green future, practice in life, global initiative

Constraints

Low choice in National Curriculum
Lack of teaching staff & materials

6

Sustainable Development = Green Growth?

Sustainable Consumption for Developed Countries
Green Consumption for Developing Countries

Purchasing Green Product
Saving Energy
Recycling

Sustainable Consumption?

7

STRATEGY & PROJECT

National Government

Established Pan-National Action Network
i.e. Green Start Network, We-Green
Green Energy Family Network

MOE Act on Obligational Purchase of Environmentally friendly Products in governmental sector

MKE Citizens voluntarily participation in energy savings through GEFN

KFTC Information of green product & Green Life Guide Line

8

LOCAL Government Distribution and Consumption of green-products

SMOE Financial support for informal environmental education

NGOs General citizens education & Local based project
for sustainable cultural transformation

GCNK SC in all educational program
i.e. Eco-Creative Center, Green Academy

CK Greening Supermarket

GSN Green Leader Education

9

ASSESSMENT on PARTNERSHIP

GOVERNEMENT

Positive
Collaboration
Project investment
Governance

NGO

Negative
Civil organization established by Gov.
Contract Implementation
No Communication

10

CAPACITY

SUGGESTIONS

MOE

Main government agency?
No human resources
High intention

Need special team for SC
Help from NGOs

PCGG

Drive green lifestyle?

Support on SC than Green Tech
Establish Main organization
ESC into every subject

Others

Follow up other agency

NGOs

Shortage of human resources
& Financial support

Governance
Long term blue print to SC
Education be sustainable

11

*Current Government should promote
a process of dialogue
with experienced NGOs in ESC
for the success of GG*

12



*A tree dies,
is consumed by fungi, insects, and other organisms,
and within a short period nothing of the tree is left.
But nothing is lost either.*

Thank you!

CAPACITY FOR THE IMPLEMENTATION OF EDUCATION FOR SUSTAINABLE CONSUMPTION IN NORTHEAST ASIA: EFFECTIVE STRATEGIES TO PROMOTE RESPONSIBLE CONSUMER BEHAVIOUR

Robert J. Didham

Policy Researcher – Education Policy Specialist
Governance and Capacity Group

PERL International Conference
14-15 March 2011
Maltepe University,
Istanbul, Turkey

Institute for Global Environmental Strategies
Strategic Policy Research to Support a Sustainable Asia-Pacific

Institute for Global Environmental Strategies
Education for Sustainable Consumption

Sustainable Consumption in Asia-Pacific

“There are now more than 1.7 billion members of ‘the consumer class’ today – nearly half of them in the ‘developing’ world. A lifestyle and culture that became common in Europe, North America, Japan, and a few other pockets of the world in the twentieth century is going global in the twenty-first”
(Starke ed. 2004, 4).

Population → ~4 Billion, 60% of the world total

Child (0-14) and Youth (15-24) Population → over 1.5 billion

Fastest Regional Economic Growth (over past 40 years) →

average GDP per capita growth rate of 3.31%
compared to a global average of just 1.93%

Largest regional Consumer Class → almost 500 million people,
29% of the world total

Global Private Consumption → contributes 21.4% of world total

Massive discrepancies in Purchasing Power → only 27% of region’s
population are part of the consumer class

Living on less than \$1.25 per day → over one quarter of the region’s
population in extreme poverty

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Institute for Global Environmental Strategies
Education for Sustainable Consumption

Purpose and Structure of ESC Research

Primary research question: *How can governments best influence individual consumers to proactively participate in sustainable consumption and environmentally responsible behaviour?*

- Review of human behaviour and behavioural change theories
- Influence of *Internal* and *External* factors on consumer behaviour:
 - how to affect consumer at the level of decision-making on consumption
 - how to develop a supportive social infrastructure to facilitate sustainable consumption
- Framework of assessment for ESC initiatives (based on five primary components)
- Assessment of case studies from Japan, China and Republic of Korea
 - to investigate the ways in which different policies and activities influence consumer behaviour towards sustainable consumption
- ESC in the national policies of each country
 - assessment of the governmental capacity for implementing ESC
 - how to strengthen current policy approaches on ESC in NE Asia
 - how to achieve effective leadership for ESC through training and capacity building
- Commonalities and differences in ESC practice across the three countries
- Policy Implications for structure and content of effective ESC policies

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Conceptual Evolution of “Consumers”



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History of SCP in Northeast Asia (China, Japan, and Korea)

- Early focus was on Cleaner Production and Consumer Safety
- From late 1980's to early 1990's, all three countries began to enact policies for sustainable consumption.
- First policy efforts on SC aimed at developing green markets.
- A regional good practiced model was originated in Japan and has now been replicated in much of East Asia:
 - 1) Eco Mark Programme: Type I environmental labelling – established in 1989 by Japan Environmental Association and supported by the Ministry of Environment;
 - *Targets producers to improve environmental production standards*
 - 2) Green Purchasing Network of Japan: established in 1996 as a collaboration between government, businesses, consumer associations and academia;
 - *Targets consumers through voluntary guidelines for responsible consumption*
 - 3) Green Purchasing Law: enacted in 2000 to promote greener purchasing by the public sector at the lead of the Ministry of Environment.
 - *Targets government and aims to establish public sector as leader in SC.*

		Environmental Labelling		Green Public Procurement		
		Eco Labels and other Type I labels	Type III Labels	National System/Law on Public Procurement	Green Purchasing Network	Other Green Market Mechanisms
TEMM Member Countries	CHINA	✓ CEC label since 1993; Managed by China Environmental Certification Center, a state-owned enterprise. Other labels include: Organic, Safe Agri-food, Water Conservation.	China Energy Label is a compulsory scheme; Managed by China National Institute of Standardization, an NPO.	✓ National policy (since 2006) with good national implementation, but limited decentralisation. Jointly implemented by Environmental Protection Agency and Ministry of Finance.	China Green Purchasing Network (CGPN) was established in 2006.	MOEJ and IGPN provide support/capacity building for the development of China's GPP system. Switch-Asia projects is supporting GPP in urban administrations.
	JAPAN	✓ Eco-Mark since 1989; Managed by Japan Environment Association (JEA), an NGO. Other labels include: Organic, CASBEE, Eco-Rail, & Green Pla(stics).	Eco-Leaf labelling on energy consumption based on LCA; Managed by JEMAI (state agency under METI). Energy Saving Label; Managed by Energy Conservation Center Japan (state agency under METI).	✓ National policy (since 2000) with full implementation across national and prefectural level; implemented in 73% of local towns/villages. Managed by the Environment & Economy Division of MOEJ.	The Green Purchasing Network-Japan was founded in 1996. Japan Environment Association serves as GPN-J secretariat.	GPN-J was a main actor in the Sendai conference in 2004 that led to the founding of the International GPN.
	REPUBLIC OF KOREA	✓ Korea Eco-Label (KoEco) since 1992; Managed by Korea Eco-Products Institute, now part of Korea Environmental Industry & Technology Institute (KEITI), a semi-governmental entity.	Energy Efficient Labelling; managed by Korea Energy Management Corporation (KEMCO), a non-profit governmental agency.	✓ National policy (since 2004) and implementation.	Korea Green Purchasing Network (KGPN) was established in 1999.	



China's focus on Sustainable Consumption and Production

- 2009: Chinese government agreed a new mandate for “the promotion of green consuming” to correlate with the *Circular Economy Promotion Law of the People's Republic of China*
- The government identified four main themes for policy efforts on SCP:
 - 1) Energy Saving and Emissions Reduction,
 - 2) Conservation-oriented Society,
 - 3) Low Carbon society, and
 - 4) Tax Preference.
- Since 2004: The Ministry of Environmental Protection (MEP), China is one of the leading government agencies to place high priority on promoting sustainable consumption through advocating green lifestyles in both formal and non-formal education.



China's focus on Education for Sustainable Consumption

- China has many policy efforts aimed at sustainable production and promoting green markets.
- However, the number of policies specifically related to sustainable consumption is limited.
- Only four national governmental agencies were identified as enacting specific policies for promoting consumer awareness and ESC.
 - Ministry of Environmental Protection and its Centre for Environmental Education and Communication,
 - the National Development and Reform Commission,
 - the China Consumer Association, and
 - the State Forestry Administration.



Capacity for ESC in China

Four findings from the review of ESC strategies and policies in China:

- 1) ESC is not regarded as a priority issue and is not given significant attention.
 - 2) Inter-Ministrial co-operation on sustainable consumption and ESC has received little concern or regard as an important issue.
 - 3) Current approaches concentrate on only a few major commodity items such as cars and appliances.
 - 4) Communication for public awareness on SCP is not currently emphasised in policy. Though other policies are enacted in regards to SCP, the government does not make use of these opportunities to promote public awareness on these activities.
- However, there are several good practices aiming at community-level ESC, especially from the sub-national government agencies and city level governments.



Japan's focus on Sustainable Consumption and Production

- The new Consumer Affairs Agency of the Japanese Cabinet Office has initiated inter-agency council for better dialogues and coordination SCP strategies and policies (in 2010).
- The national government of Japan has set in place several strong policies for institutionalising several sustainable consumption practices including the *Fundamental Law for Establishing a Sound Material-Cycle Society* (2000), the *Green Purchasing Law* (2000) and the *Green Contract Law* (2007).
- These policies have aimed at developing infrastructures for sustainable consumption and transitioning the practices of public bodies to provide leadership and model best practice in sustainable consumption.



ESC in Japan's National Curriculum

- ESC is addressed mainly in terms of consumer education based on protecting the individual's rights and preventing their harm.
- This approach does not address prevailing socio-cultural factors of consumption, nor does it connect with aspects of ESD taught as environmental education in the natural sciences.
- The first Ministry of Education approved text book on consumer education, *Consumer Life* (2003), included section on "the environment and consumers" and on "sustainable consumption".



Capacity for ESC in Japan

- Japan has strong cooperation with civil society organisations to encourage participation in various campaigns for SCP.
- These efforts have led to a very high literacy on issues such as energy efficiency and 3R's for a sound material cycle.
- However, these practices – much like the government's approach to SCP policies – remains compartmentalised and disjointed.



Capacity for ESC in Japan

The review of ESC strategies and policies in Japan concluded that:

- 1) There is a need to deepen the dialogue with multi-stakeholders on the country's approach to SCP and transitioning towards sustainable lifestyles.
- 2) There is a need for better integration between the various approaches taken by government agencies on promoting sustainable consumption
 - o (which hopefully will be achieved with the activities of the new inter-agency SCP council).



Korea's Focus on SCP and Green Growth

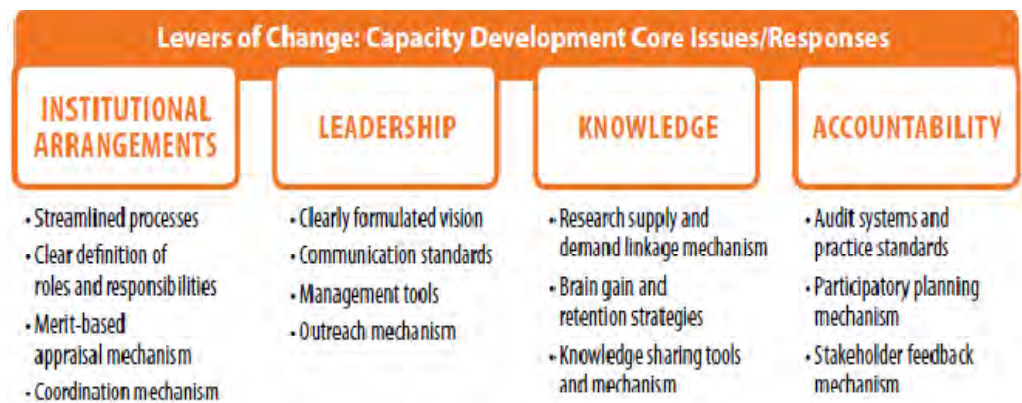
- The national government of the Republic of Korea enacted a *Five-Year Plan for Green Growth* in 2009. This plan sets out the main framework under which SCP and ESC are currently addressed in the country.
- The Korean "Presidential Committee on Green Growth" established a Green Lifestyle for Sustainable Development Team and coordinates national activities on Education for Green Growth including consumption practices.
- During the 1990s and 2000s, the government launched several acts addressing energy efficiency, resource savings, recycling, green procurement and environmental education.
 - There have been several initiatives and campaigns corresponding with these acts to disseminate good practices to the public.
- However, the shift towards green growth has led to a decrease in prioritisation and understanding by the government on both sustainable development and sustainable consumption.



Capacity for ESC in Korea

- The lack of a clear vision for the government's approach to sustainable consumption and ESC under the *Plan for Green Growth* results in a lack of Inter-Ministerial coordination of policy efforts and also limited defining of the roles of various ministries in promoting sustainable consumption.
- Including a severe shortage of human resources dedicated to efforts on ESC.
- The government's approach to ESC is further challenged by a lack of multi-stakeholder dialogue and cooperation in this area.
- However, there are clear signs that better coordination and improved capacity across the national government, local government, civil society and NGOs could achieve significant results as clear desires and motivation for achieving more sustainable lifestyles are apparent across numerous actors and the public.

Capacity Assessment Framework (as developed and used by UNDP) *Capacity Needs – based on current barriers to implementation*



Source: UNDP. (2010) *Supporting Capacity Development: The UNDP Approach*. New York: UNDP.

Institutional Arrangements for Promoting Sustainable Consumption

- Due to the recent initiation of an inter-agency council for SCP, Japan is moving towards strong coordination in this area.
- The three governments have streamlined processes for SCP and promoting green markets, but this is not the case for ESC.
- China's efforts in greening formal education institutions and Japan's efforts in regards to reducing household energy consumption both demonstrate very successful procedures.
- The lack of defined roles/responsibilities and a coordination mechanism are the institutional areas that have hindered the progress to-date in all three countries.

Levers of leadership and knowledge

- All three countries are assessed as having uneven capacity in these areas. Each country has certain unique strengths and weaknesses.
- China has a noteworthy strength in researching and piloting projects on ESC, developing specific communication standards, and sharing these tools and mechanisms for wider implementation. Thus, many of China's projects are modelled on replicating good practice blue prints.
- This however results in the challenge that the Chinese government does implement broad practical-oriented programs, but it has trouble reaching a real depth and character with these projects as they do not always correspond to a clearly defined vision.
- The Republic of Korea, on the other hand, now has a clearly formulated vision in their *Plan for Green Growth*.
- But due to the lack of well-established communication standards and outreach mechanisms this vision has yet to substantially influence policy approaches and there is a lack of clear understanding of this agenda.

Levers of leadership and knowledge, ctd.

- Japan is very strong in many aspects of the knowledge lever and has several good approaches to link supply and demand for knowledge development.
- But there is often little inter-agency communication to share this generated knowledge.
- Japan's ministries are often more likely to share knowledge internationally with parallel ministries in other countries than they are to share with other ministries domestically.
- This communication barrier and lack of knowledge sharing tools will hopefully be something that the efforts of the Inter-Agency Council on SCP will alleviate, but currently it remains a substantial hindrance to successful ESC implementation in Japan.

Frameworks for Accountability

- All three countries have very limited capacity.
- In regards to SCP and ESC, there is a lack of holistic planning and a limited basis for decision making.
- Projects often aim at quantifiable targets, such as visible reductions in energy usage or waste production, but little concern is placed on behavioural change.
- This is in part due to the lack of clear strategies for affecting this type of deeper behavioural change.
- A further reason is that since there are not effective ways to measure/quantify this type of behaviour change, government agencies are less interested to work in this area as they cannot demonstrate the impacts of their efforts.
- Deficiency in public empowerment for social transformations – as there has been little public discussion and input into framing the national visions for a sustainable society or on identifying the aspects of more sustainable consumption and lifestyles.

RECOMMENDATIONS FOR STRENGTHENING ESC IMPLEMENTATION

- 1) ROLES & RESPONSIBILITIES NEED TO BE DIVERSIFIED AND BETTER COORDINATED
- 2) INTEGRATIVE STRATEGIES: UTILISING MULTIPLE POLICY INSTRUMENTS AND INTER-MINISTERIAL COOPERATION
- 3) DEFINE CLEAR VISION FOR SUSTAINABLE CONSUMPTION SOCIETY: WITH DEFINED PRIORITIES, TARGET AREAS AND VALUE PROMOTION

Actor	Roles
National Government	<ul style="list-style-type: none"> • Conduct macro-level policy planning and coordination (including inter-ministerial efforts); • Secure input of multi-stakeholders into policy formation; • Develop policy instruments (i.e. educational, cooperative, information, economic, and regulatory); • Develop legislative frameworks to promote green supply chain management • Ensure sufficient funding and resources; • Exemplify best practice and be a proponent of progressive change; • Promote communication among diverse stakeholders; • Conduct international cooperation on SCP.
Relevant Government Agencies	<ul style="list-style-type: none"> • Coordinate specific policy measures; • Provide accountability on environmental performance; • Conduct monitoring and evaluation.
Local Governments	<ul style="list-style-type: none"> • Provide main role for implementation of policies; • Translate policy statements into practical actions; • Promote procurement of green/sustainable products.
Civil Society and NGOs	<ul style="list-style-type: none"> • Support project implementation; • Advocate for effective policy implementation; • Promote business to civil society communication.

Actors and Ideal Roles in promoting Sustainable Consumption, ctd.

Research and Academia	<ul style="list-style-type: none"> • Provide a strong basis for policy decision-making; • Conduct research and innovation; • Visualize the efficiency and effectiveness of green supply chain management • Measure and analyze the impacts of various policy measurements and instruments.
Educational Institutions	<ul style="list-style-type: none"> • Integrate themes of sustainable development and sustainable consumption across the curriculum and through multiple disciplines; • Promote whole systems understanding in earth systems and natural science disciplines; • Promote social awareness of the need for considering human development activities in relation to wider eco-systems; • Empower citizens to be active participants in achieving a sustainable society.
Business and Industry	<ul style="list-style-type: none"> • Strengthen infrastructure for SCP and green markets.
Retailers and Advertisers	<ul style="list-style-type: none"> • Bring awareness to the options for sustainable consumption; • Promote good options for sustainable consumption.
Media Institutions	<ul style="list-style-type: none"> • Promote public awareness on SCP; • Highlight good practices for sustainable consumption and lifestyles.
Financial Institutions	
Households and Consumers	<ul style="list-style-type: none"> • <i>Divided sense of responsibility: some literature places extensive responsibility on the consumer as the primary actor for driving change in consumption patterns, while others identify the consumer as having an extremely limited role in influencing consumption patterns.</i>

Roles and Responsibilities in promoting Sustainable Consumption

- Significant responsibility is placed on governments – especially at the national level and in relevant agencies – for driving the major shifts in society's patterns of consumption and production.
- Governments should serve as the primary actor in stimulating these social transformations.
- Overburden on governments to affect changes at the level of socio-cultural values and traditions.
- Role of government to coordinate the cooperation of multi-stakeholders, but it is important to consider how these roles and responsibilities can be better shared across the multiplicity of actors.

Roles and Responsibilities in promoting Sustainable Consumption, ctd.

- Increased public participation in vision forming for a sustainable society supports greater public ownership and buy-in to this process.
- Facilitating this participation at the local level through various community groups also creates a further powerful actor that can take on responsibility for implementing ESC.
- The structures of multi-level governance are also important to consider for effective policy formation and implementation of ESC.
- The relationship between national government and local government needs to be developed in regards to the promotion of sustainable consumption.

Multiple Policy Mechanisms and Inter-Ministerial approaches

- The government has many available policy tools and mechanisms it can use to promote sustainable consumption.
- Utilising a diversity of approaches helps to strengthen the overall effect.
- Strengthen Inter-Ministerial/Inter-Agency Collaboration on promoting sustainable consumption.
- Provide a clear strategy for a holistic and integrative approach to promoting sustainable consumption that addresses
 1. the physical infrastructures for sustainable consumption,
 2. promoting individual practice,
 3. influencing socio-cultural values/traditions that frame current lifestyles, and
 4. improving political systems and frameworks.

Strategy for Promoting Responsible Consumer Behaviour

Enable – remove barriers that discourage sustainable consumption, provide facilities and infrastructure that encourage sustainable consumption, educate and give information about how to consume sustainably;

Encourage – establish measures to encourage and reward good behaviour, discourage and penalise bad behaviour, and enforce action when necessary;

Engage – involve the public, communicate and campaign, utilise media resources, stimulate community action;

Exemplify – lead by example and achieve a policy consistency

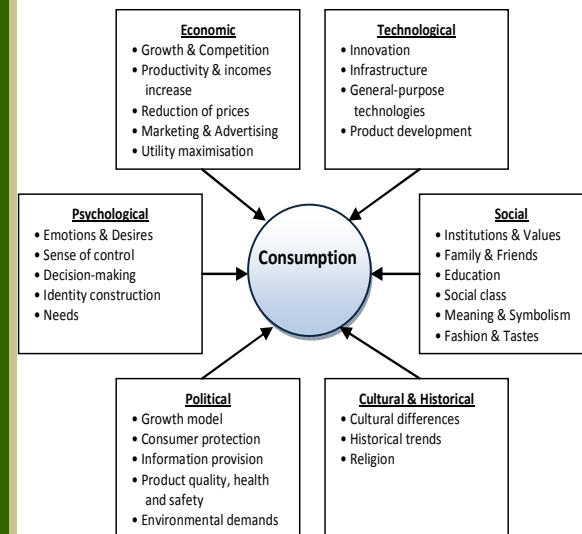
Catalyse – building from the other four points, make major shifts in social and cultural habits to break old habits and kick start change

(adapted from HM Government. *Securing the Future*. March 2005: Ch. 2, pp. 24-41).

SOCIAL DRIVERS FOR CONSUMPTION AND LIFESTYLES

Figure 3.1 – Drivers for Consumption and Lifestyles

(prepared by UN-DESA, internet: 2009)

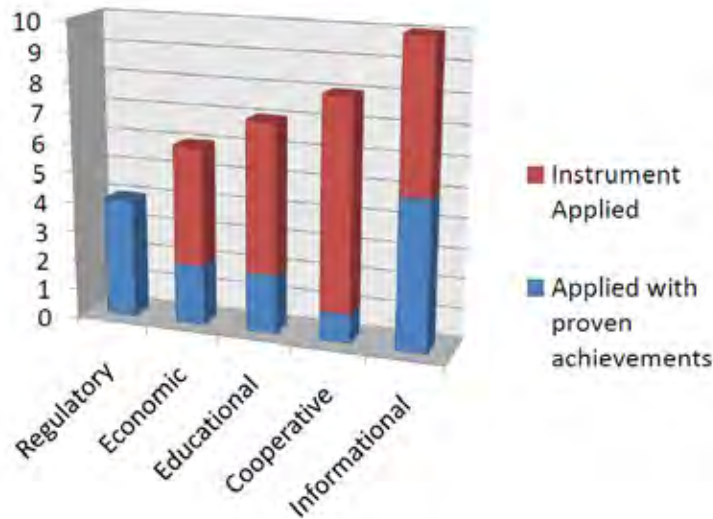


Instruments of Influence

- ✓ Regulatory (used to enforce minimum standards)
- ✓ Economic (negative taxing, positive subsidies & green procurement strategies)
- ✓ Educational (research/development, production training, and public education activities)
- ✓ Cooperative (focus on improving production processes by technology transfer and voluntary agreements)
- ✓ Informational (eco-labelling, sustainability reporting, environmental quality targets, and consumer advice)

(Identified by Tyson, ed., Aug 2006)

Diversity of Policy Instruments Applied In ESC Cases



Define Policy Priorities and Target Areas for Sustainable Consumption

- Confusion over what *more-sustainable* consumption means continues to hinder effective policy formation.
- Generic definitions of sustainable consumption are understood by government officials,
- However clear principles for sustainable consumption and primary target areas for policy formation are much less apparent.
- Governments must define what goals in promoting sustainable consumption;
 - is this just a mere lessening of overall consumption (quantitative issue), or is it a change to greener forms of consumption (qualitative issue)?
- Identification of target consumption areas with significant environmental impacts would distinguish clear issues and relevant actions that individuals and household can take towards achieving sustainable consumption.
- Currently, there is no substantive identification of behaviours that need to be influenced to encourage this transition.

Values of Environmental Citizenship and Vision Forming

Identification of important values for consumers' proactive participation in sustainable consumption would provide a better understanding of the types of socio-cultural transition ESC tries to promote, such as the values for environmental citizenship:

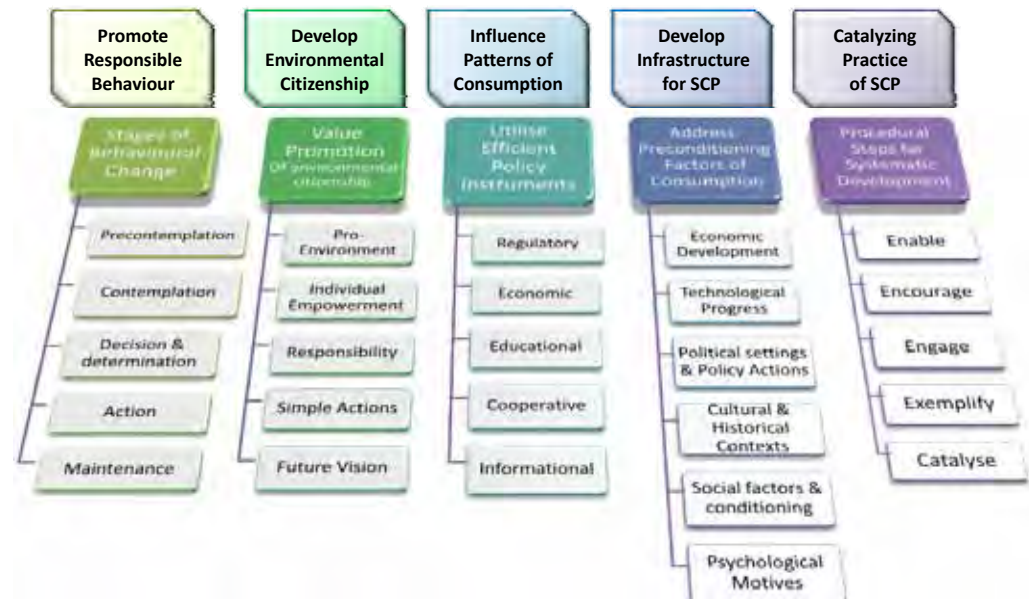
- 1) *Pro-environmental values* – a personal belief that protecting the environment is important;
- 2) *Individual Empowerment* – that each person can be a powerful agent of change;
- 3) *Responsibility* – a sense of environmental citizenship and duty;
- 4) *Simple actions* – recognition that little steps can lead to big impacts;
- 5) *Future Vision* – an inspired view of achieving a sustainable society

From Choi and Didham (2009: 45).

Furthermore, there is no substantive public discussion of what are the types of sustainable lifestyles that societies hope to achieve.

Public participation in forming national visions such as a "2030 Vision for a Sustainable Consumption Society" would greatly increase the sense of public ownership and responsibility for achieving this vision.

Assessment Criteria for ESC Mechanisms



Five Point Strategy for ESC Implementation

1 Establish Vision

- Visualise Objectives
- Identify clear subject of focus and target audience
- Set clear goals

2 Checking Current Situation

- Consider existing Social Infrastructure
- Consider the Individual and prevailing value systems

3 Building Action Plan

- Plan for behaviour change
- Identify appropriate tools and instruments
- Compile clear plan of action

4 Securing Implementation

- Prepare working schedule/timeline
- Detail management of each action step
- Allocate appropriate resources

5 Reflection

- Establish monitoring and evaluation
- Report on findings
- Adapt learning to future projects

*Thank you for your
kind attention!*

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