



# Proceedings of Regional Workshop on Education for Sustainable Consumption in China, Japan and Republic of Korea

---

16-18 July, 2009  
Conference Room, Beijing Normal University, Beijing, China



Co-organised by  
Institute for Global Environmental Strategies, Japan  
Ministry of Environmental Protection, China  
Beijing Normal University, China

**Institute for Global Environmental Strategies (IGES)**

2108-11 Kamiyamaguchi, Hayama, Kanagawa, 240-0115, Japan

Tel: +81-46-826-9588 Fax: +81-46-855-3809

E-mail: [iges@iges.or.jp](mailto:iges@iges.or.jp) URL: <http://www.iges.or.jp>

**Overall Manager**

Dr. Mee Young Choi, IGES, Hayama, Japan

**Overall Coordinator**

Dr. Qing Tian, Environmental Education Center, Beijing Normal University, Beijing, China

**Coordinator**

Dr. Robert J. Didham, IGES, Hayama, Japan

**Acknowledgements**

We are deeply grateful for the support from Ms. Saeko Kodoshima and Ms. Sayuri Teruya who assisted us to complete this regional workshop.

**Disclaimer**

Although every effort is made to ensure objectivity and balance, the printing of a book or translation does not imply IGES endorsement or acquiescence with its conclusions or the endorsement of IGES financiers.

IGES maintains a position of neutrality at all times on issues concerning public policy. Hence conclusions that are reached in IGES publications should be understood to be those of the authors and not attributed to staff-members, officers, directors, trustees, funders, or to IGES itself.

# CONTENTS

<b>BACKGROUND</b> -----	i
<b>AGENDA</b> -----	iii
<b>WELCOME REMARKS</b> -----	ix
- <i>Ms. Xiaozhi Song, Vice-Director of Department of International Cooperation, Ministry of Environmental Protection, China</i>	
- <i>Prof. Zuoyu Zhou, President of Faculty of Education, Beijing Normal University, China</i>	
- <i>Mr. Dingding Tang, Director of Sino-Japan Friendship Environmental Protection Center, Ministry of Environmental Protection, China</i>	
<b>KEY Remarks</b> -----	xiv
- <i>Mr. Zhang Shigang, Country Coordinator, UNEP</i>	
- <i>Mr. Min Bista, Programme Specialist for Education, UNESCO</i>	
<b>KEY NOTE SPEECH, OBJECTIVES AND SCOPE</b> -----	xvii
- <i>Dr. Mee Young Choi, Project Manager, Institute for Global Environmental Strategies, Japan</i>	
<b>KEY MESSAGE OF THE WORKSHOP</b> -----	xix
<b>SUMMARY OF SESSION DIALGOUES AND PRESENTATIONS</b> -----	1
<b>I. Opening Session</b> -----	2
Summary of Opening Session Remarks	
<b>II. Session 1</b> -----	6
Regional ESC Policy and Its Strategy in the Northeast Asia	
- <i>Mr. Joel Bacha, Education Consultant, <u>UNESCO</u></i>	
The Green Growth Approach for Inclusive, Sustainable and Low-carbon Development in Asia and the Pacific	
- <i>Mr. Simon Hoiberg Olsen, Associate Environmental Affairs Officer &amp; Mr. Martin Schweighofer, Director of Regional Helpdesk on Sustainable Consumption, <u>UNESCAP</u></i>	
Education and Sustainable Development in a Global Era	
- <i>Dr. Nanqing Jiang, Associate Project Manager &amp; Mr. Shigang Zhang, Country Coordinator, <u>UNEP</u></i>	
<b>III. Session 2</b> -----	24
National Policy and Strategies for Sustainable Consumption – Centred on public education	
- <i>Mr. Masahiro Sato, Director, <u>Cabinet Office of Japan</u> and Mr. Yoshifumi Ayusawa, First Secretary, Economic Division, <u>Embassy of Japan</u></i>	
Inter-Linkages between the Marrakech Process and the UN Decade of Education for Sustainable Development- Situational Analysis and Policy Implementation in Japan, and Recommendations for the Promotion of ESC	

	- Prof. Hideki Makahara, Chair of <u>Green Purchasing Network of Japan</u> and Dr. Masahisa Sato, <u>Tokyo City University, Japan</u>	
<b>IV. Session 3</b>		43
	Research on ESC: Investigating Policies and Practical Strategies to Influence Consumer Behaviour	
	- Dr. Mee Young Choi, Project Manager & Dr. Robert J. Didham, Policy Researcher, <u>IGES</u>	
<b>V. Session 4</b>		52
	Education for Sustainable Consumption in Republic of Korea	
	- Ms. Hyun Jung Im, Senior researcher, <u>Korea Environmental Industry &amp; Technology Institute</u>	
	Education for Sustainable Consumption – Centred on Practical Cases	
	- Dr. Myung Hee Ko, Chief of Network Team and Dr. Yun Sook Moon, Strategic Policy Director, <u>Consumers Korea</u>	
<b>VI. Session 5</b>		67
	The Current Situation of Sustainable consumption in China	
	- Mr. Yanping Chen, The Duputy Director General of Administration Office & Ms. Helen Guo, Deputy Director of Department of International Cooperation, <u>Ministry of Environmental Protection of China</u>	
	The Sustainable Consumption of Green Schools in China – A Case Study on the Campus Environmental Management Project in Green School	
	- Ms. Yang Ke, Project Manager of Green School, Center for Environmental Education & Communication, <u>Ministry of Environmental Protection of China</u>	
<b>VII. Session 6</b>		97
	Targeting Action for Sustainable Lifestyles	
	- Ms. Morgan Stecker, Consultant, Division of Technology, Industry and Economics, <u>UNEP</u>	
	Green Campus Initiative in Korea	
	- Prof. Eui Soon Shin, President of <u>Korean Green Campus Initiative/ Dean of University College at Yonsei University, Korea</u>	
<b>VIII. Session 7</b>		109
	Day-1 & 2 Wrap-up Report	
	- Dr. Robert J. Didham, Policy Researcher, <u>IGES</u>	
	<i>Open-Discussion:</i> Direction of ESC in Northeast Asia & Direction of Follow-up ESC Project for IGES in Northeast Asia	
<b>IX. Strategic Meeting on Regional Education for Sustainable Consumption</b>		116
	Summary of Meeting Dialogues	
<b>APPENDIX: List of Workshop Participants</b>		117



## **BACKGROUND of The Regional Workshop on Education for Sustainable Consumption in China, Japan and Republic of Korea**

### **Rationale**

Sustainable Consumption and Production (SCP) has been stressed in a series of international meetings since Rio Summit in 1992 as outlined its primary issue in Agenda 21 to build a sustainable society. Nevertheless, despite a long international consensus on SCP over the last more than one decade, education for Education for Sustainable Consumption (ESC) was not given a full political attention world-wide as much as its efforts on sustainable production until it was formed as one of eight force tasks of Marrakech 10-Year Programme Process Meeting (10FYP) for SCP held by UN-Department for Social Development and Department of Economic and Social Affairs & UNEP in 2008. In addition to a short history of education for SCP, there is still a critical lack of practical evidence about how we can encourage society in research and even policy arena although this issue is one of selected areas leading by UN, especially working by UNEP office to respond to the Millennium Summit, the World Summit on Sustainable Development and the Marrakech Process.

In particular, the North-East Asia has significance in SCP when we consider those countries' rapid increasing energy consumption and CO<sub>2</sub> emissions in this region. In particular, three countries i.e. China, Japan and Republic of Korea (ROK) consist of a leading group in the North-East Asia which critically impacts incidental environmental problems due to either the rapid economic developmental growth or its advanced economy status. These three countries also has been not only in a tight geographical relationship causing adjoining environmental problems but also the close political cooperation as shown in a series of recent round table meetings to address the SCP at a regional level together.

Meanwhile, as argued in UN and research papers, it is clear that government has a vital role not only in shaping a national policy and strategies to support private sectors for Sustainable Production (SP) but also in strengthening individual empowerment for Sustainable Consumption (SC). It is noticeable that a diverse national framework such as a form of law, act and policy has actively been developed world-wide to support relevant initiatives and private companies promoting SP on via eco-labelling programme and public procurement system etc. However, there has still been a lack of efficient policy and its implemental strategies for SC to encourage public's green purchasing. In addition to this dearth of policy status, research evidences collected from actual fields are also weak to put them into the policy development.

It therefore would be a great opportunity when we bring ESC policy decision-makers, practitioners and researchers together in three countries i.e. China, Japan and ROK based on the rationales explained above. From the workshop, we can gain deeper understanding of sustainable consumption, especially about how government plays their critical role in public education. We also expect that this workshop can contribute to narrowing down the gap between policy and its actual implementation for education for sustainable consumption to build a sustainable society all together.

### **Aims**

The major aims of the regional workshop on Education for Sustainable Consumption (ESC) in the North-East Asia were:

- Reporting *current status of Education for Sustainable Consumption (ESC)* in each country;
- Providing an opportunity to both ESC responsible policy-decision makers from governments and ESC experts from NGOs, universities and institutes in one place to exchange productive dialogues to make a narrow a gap between two arenas;
- Supporting future ESC policies and implementation regarding public education targeting consumers, and;
- Addressing government political roles for public education targeting consumers' choice in the North-East countries and other countries with similar economic, political and cultural conditions.

### **Targeted Invitees**

The invitees of the regional workshop from three selected countries i.e. China, Japan and Republic of Korea were:

- *Governmental officers* responsible for Education for Sustainable Consumption policy at a national level,;
- *Practitioners* who have been implementing Education for Sustainable Consumption, especially targeting public/consumers in actual fields, and;
- *Experts* in ESC including university researchers and institutes at a national/international level.

# Workshop Agenda

## The Regional Workshop on Education for Sustainable Consumption in China, Japan and Republic of Korea

16-18 July, 2009  
Beijing Normal University  
Beijing, China

<b>Day 1 – Thursday, 16 July, 2009</b>			
<b>9:30-10:00</b>	<b>Registration</b>		
<b>Opening Session</b>	<b>Chairman: Mr. Guang Xia, Ministry of Environmental Protection of China</b>		
10:00-10:40	Chairman greetings		1 min.
	<b>Welcome Remarks</b>	<u><b>Ministry of Environmental Protection of China</b></u> Ms. Xiaozhi Song, Vice-director of Department of International Cooperation	5 min.
		<u><b>Beijing Normal University</b></u> Prof. Zuoyu Zhou, President, Faculty of Education	5 min.
		<u><b>Ministry of Environmental Protection of China</b></u> Mr. Dingding Tang, Director of Sino-Japan Friendship Environmental Protection Center	5 min.
	<b>Key Remarks</b>	<u><b>UNEP</b></u> Mr. Zhang Shigang, Country Coordinator, UNEP Beijing Office	5 min.
		<u><b>UNESCO</b></u> Mr. Joel Bacha (on behalf of Mr. Min Bista, Programme Specialist for Education), Education Consultant, UNEP-Beijing Office	5 min.
<b>Key remarks: Objectives &amp; scope of the regional workshop</b>	<u><b>IGES</b></u> Dr. Mee Young Choi, Project Manager/Senior Policy Researcher	10 min.	
<b>10:40 – 10:50</b>	<b>Group Photo</b>		
<b>10:50 – 11:00</b>	<b>Coffee Break</b>		

<b>Session 1</b>	<b>Chairman: Dr. Shi Gen Dong, National Working Committee in China for Education for Sustainable Development</b>		
<b>Regional Education for Sustainable Consumption (ESC) Policy and Its Strategy</b>  11:00 – 12:45	Introduction of the participants		15 min.
	<i>Regional ESC Policy and Its Strategy in the Northeast Asia</i>	<b>UNESCO</b> , Mr. Joel Bacha, Education Consultant	15 min.
		Q & A	15 min.
	<i>The Green Growth Approach for Inclusive, Sustainable and Low-carbon Development in Asia and the Pacific</i>	<b>UNESCAP</b> , Mr. Simon Hoiberg Olsen, Environmental Affairs Officer and Mr. Martin Schweighofer, Consultant, Regional Helpdesk on Sustainable Consumption	15 min.
		Q & A	15 min.
	<i>Education and Sustainable Development in a Global Era</i>	<b>UNEP</b> , Dr. Nanqing Jiang, Associate Project Manager & Mr. Shigang Zhang, Country Coordinator	15 min.
		Q & A	15 min.
	<b>12:45 - 13:50</b>	<b>Lunch</b>	
<b>Session 2</b>	<b>Chairman: Mr. Martin Schweighofer, UNESCAP</b>		
<b>National Education for Sustainable Consumption (ESC) Policy and Its Implementation in Japan</b>  13:50 - 15:10	<i>National Policy and Strategies for Sustainable Consumption – Centred on public education</i>	<b>Cabinet Office of Japan</b> , Mr. Masahiro Sato, Director,,Cabinet Office of Japan and Mr. Yoshifumi Ayusawa, First Secretary, Economic Division, Embassy of Japan	20 min.
		Q & A	20 min.
	<i>Inter-Linkages between the Marrakech Process and the UN Decade of Education for Sustainable Development- Situational Analysis and Policy Implementation in Japan, and</i>	<b>Green Purchasing Network (GPN) of Japan</b> , Prof. Hideki Nakahara, Chair of GPN and Dr. Masahisa Sato, Tokyo City University	20 min.

	<i>Recommendations for the Promotion of ESC</i>	Q & A	20 min.
<b>15:10 -15:30</b>	<b>Coffee Break</b>		
<b>Session 3</b>	<b>Chairman: Ms. Morgan Strecker, UNEP</b>		
<b>Consumer Education for Sustainable Consumption</b>	<i>Research on ESC: Investigating Policies and Practical Strategies to Influence Consumer Behaviour</i>	<b>IGES</b> , Dr. Mee Young Choi, Project Manager, Capacity Development and Education Project	10 min.
		<b>IGES</b> , Dr. Robert J. Didham, Policy Researcher, Capacity Development and Education Project	30 min.
		Q & A	20 min.
	15: 30 – 16:45	<i>Day-1-Closing &amp; a Brief Guidance of Day-2.</i>	<b>IGES</b> , Dr. Mee Young Choi, Project Manager, Capacity Development and Education Project
<b>18:00-20:00</b>	<b>Welcoming Dinner: Organised by <u>Ministry of Environmental Protection of China</u>, Mr. Hong Shaoxian, Researcher director, Environmental Training Section, CEEC</b>		

<b>Day 2 – Friday, 17 July, 2009</b>			
<b>Session 4</b>	<b>Chairman: Prof. Eui Soon Shin, Korea Association for Green Campus Initiative/ Yonsei University</b>		
<b>National Education for Sustainable Consumption (ESC) Policy and Its Implementation in Republic of Korea</b>	<i>Introduction of Day-2</i>	<b>IGES</b> , Dr. Mee Young Choi, Project Manager, Capacity Development and Education Project	10 min.
	<i>Education for Sustainable Consumption in Republic of Korea</i>	<b><u>Korea Environmental Industry &amp; Technology Institute</u></b> , Ms. Hyun Jung Im, Senior researcher, Environmental Management Team	20 min.
		Q & A	20 min.

9:30 - 11:00	<i>Education for Sustainable Consumption – Centred on Practical Cases</i>	<b>Consumers Korea</b> , Dr. Myung Hee Ko, Chief, Network Team and Dr. Yun Sook Moon, Strategic Policy Director	20 min.
		Q & A	20 min.
<b>11:00-11:15</b>	<b>Coffee Break</b>		
<b>Session 5</b>	<b>Chairman: Mr. Joel Bacha, UNESCO</b>		
<b>National Education for Sustainable Consumption (ESC) Policy and Its Implementation in China</b>	<i>The Current Situation of Sustainable consumption in China</i>	<b>Ministry of Environmental Protection of China</b> , Mr. Yanping Chen, Director of Administration Office & Ms. Helen Guo, Deputy Director of Department of International Cooperation	20 min.
		Q & A	20 min.
11:15 – 12:35	<i>The Sustainable Consumption of Green Schools in China – A Case Study on the Campus Environmental Management Project in Green School</i>	<b>Ministry of Environmental Protection of China</b> , Ms. Yang Ke, Project Manager of Green School, Center for Environmental Education & Communication	20 min.
		Q & A	20 min.
<b>12:35 - 13:50</b>	<b>Lunch</b>		
<b>Session 6</b>	<b>Chairman: Dr. Mee Young Choi, IGES</b>		
<b>Regional and National ESC Cases</b>	<i>Targeting Action for Sustainable Lifestyles</i>	<b>UNEP</b> , Ms. Morgan Stecker, Consultant, Division of Technology, Industry and Economics	15 min.
		Q & A	10 min
13:50 – 14:40	<i>Green Campus Initiative in Korea</i>	<b>Green Campus Initiative (GCI)</b> , Prof. Eui Soon Shin, President of GCI/ Dean of University College at Yonsei University	15 min.
		Q & A	10 min.

14:40-15:00	Coffee Break		
<b>Session 7</b>	<b>Chairman: Mr. Simon Olsen, UNESCAP</b>		
<b>Conclusive Session</b>  15:00 – 16:10	<i>Conclusive Discussion</i>	Day-1 & 2 Wrap-up, <b>IGES</b> , Dr. Robert J. Didham, Policy Researcher, Capacity Development and Education Project	15 min
		<b>Open-discussion</b> , Direction of ESC in Northeast Asia	30 min.
		<b>Open-discussion</b> , Direction of Follow-up ESC Project for IGES in Northeast Asia	25 min.
16:10 - 16:15	<i>Closing Remarks</i>	<b>IGES</b> , Dr. Mee Young Choi, Project Manager, Capacity Development and Education Project	5 min
19:00 – 20:30	<b>Closing Reception: Organised by IGES</b>		

<b>Day 3 – Saturday, 18 July, 2009</b>			
<b>Strategic Meeting</b>	<b>Chairman: Dr. Mee Young Choi, IGES</b>		
<b>Strategic Meeting on Regional Education for Sustainable Consumption</b>  10:00 – 12:40	Opening Remarks	<b>National Working Committee in China for Education for Sustainable Development</b> Dr. Shi Gen Dong, Executive Director/Chairman of Beijing Association of Education for Sustainable Development	10 min
	<i>Open-Discussion</i>	<b>Open-discussion</b> , Follow-up actions of the IGES Workshop on ESC	135 min.
	<i>Closing Remarks</i>	<b>IGES</b> , Dr. Mee Young Choi, Project Manager, Capacity Development and Education Project	5 min
12:40 – 14:20	<b>Lunch: Organised by <u>National Working Committee in China for Education for Sustainable Development</u>, Dr. Shi Gen Dong, Executive Director/Chairman of Beijing Association of Education for Sustainable Development</b>		





## WELCOME REMARKS

***Ms. Song Xiaozhi***

Vice-director of Department of International Cooperation,  
Ministry of Environmental Protection, China

Distinguished guests, ladies and gentlemen, Good morning

I am very pleased to have the opportunity to participate in the Regional Workshop on Education for Sustainable Consumption in China, Japan and the Republic of Korea. I am also very glad to see experts and researchers from international organizations, and China, Japan and the Republic of Korea get together to discuss the issue of sustainable consumption from the view of education.

With the development of global economy and society, we are faced with many problems concerning resources, energy and the environment. These problems are especially serious in developing countries, such as China.

Great economic achievements have been made in China, but the current structure of China's economy is unreasonable and extensive modes of economic growth have not been fundamentally changed. The consumption of energy and resources, as well as the deterioration of the ecological environment have become serious obstacles on the path to sustainable development.

In order to maintain the coordinated development of the environment and the economy, whilst continuing to improve the living standards of the national citizens, the Chinese government has put forward a scientific outlook on development which is people-oriented, coordinated and sustainable; they proposed the new concept of promoting ecological civilization; set up the long term goal of building a resource-conserving and environmentally friendly society; adjusted the relation between environment and economy by putting forward three "historic transformations": from overemphasizing economic growth to equally emphasizing the environment and the economy; from a backward state of environmental protection to environmental protection keeping pace with economic growth; from administrative approach to an integrated approach. This process will explore a new path of environmental protection tailor made for China.

Sustainable production and sustainable consumption are the two main tasks in building a resource-conserving and environmentally friendly society. Large works have been done in the former task, such as developing a circular economy, eco-industry, eco-agriculture and managing waste resources and cleaner production to change the production mode in China. These policies play very important roles in sustainable production for our country. At the same time, since sustainable consumption influences sustainable production, the promotion of sustainable consumption has become an important issue in implementing the scientific development concept in China. Compared with the large amount of works in sustainable production, the work in sustainable consumption is rather weak. Enterprises and the general public do not have a deep understanding of sustainable consumption. In

this sense, education is an important way to help all social members establish the concept of sustainable consumption so as to realize sustainable development.

The active participation of Government, enterprises, consumers and social communities is urgently needed in implementing sustainable consumption. Building the model of sustainable production and consumption, the industrial structure of energy and resources conservation and environment protection, the mode of growth and consumption patterns are basic tasks in constructing an environmental friendly society. The government is one of the largest purchase groups in our society. By implementing policies of giving priority to the purchase of green products, the government can guide enterprises to produce environmentally friendly products. It also serves as a role model to guide the public on sustainable consumption.

In 2006, the Chinese government developed and released two papers entitled: "Opinions on Government Procurement of Environmental Label Products" and "List of Government Procurement of Environmental Label Products". In the last two years, the type and quantity of products on this list has been gradually expanding. A positive attitude and practice in government green procurement will promote sustainable consumption in China.

China's works on sustainable consumption have been strongly supported and helped by UNEP, UNESCO, and the governments of Japan and the Republic of Korea. In this workshop, experts and researchers from UNEP, UNESCO, China, Japan and Korea will exchange successful experiences in sustainable consumption in each country and explore the best ways to promote education of sustainable consumption together.

We believe that with the efforts of international organizations, governmental authorities, producers, consumers, education departments, media and various communities, concepts of sustainable consumption of consumers will be strengthened continuously by promoting education for sustainable consumption step by step. At the same time, the work carried out in sustainable production will also benefit the consumer practice of the concept of sustainable consumption. It will play a positive role in the socio-economic sustainable development.

To conclude, I hope this workshop will be a complete success, and wish you all a pleasant stay in Beijing.

Thank you!

## WELCOME REMARKS

**Prof. Zuoyu Zhou**

President, Faculty of Education  
Beijing Normal University

Ladies and Gentleman, and distinguished guests, a very good morning to you

On the occasion of the “Regional workshop on Education for Sustainable Consumption in China, Japan and Republic of Korea”, I am honoured, on behalf of the Faculty of Education, Beijing Normal University, to congratulate the organisers of this workshop on opening such a magnificent event.

At present, the consumption problem is already a vital issue affecting the progress of global sustainable development. Sustainable consumption is a worldwide issue that has rapidly developed and gained attention. The most important of the main commitments made at the World Sustainable Development Summit held in Johannesburg in 2002 was to move away from unsustainable consumption and the current production methods used throughout the world. After the Summit, the United Nations Environment Program and UN-DESA also established the Ten Year Framework of Programmes on sustainable consumption and production.

China is at the stage of industrialization and high speed development of its society. As a developing country with such a huge population base, the sustainable consumption problem is very prominent in China. The Government in our country pays great attention to sustainable development, and therefore, in 2005 the State Council proposed: “In the link of consumption, it should vigorously initiate consumption in an environmentally friendly way”, the goal to establish the well-off society which was clearly proposed by the 17<sup>th</sup> National Congress of the Communist Party of China in 1997, one of which was to set up the ecological civilization to form a new consumption pattern.

On the issue of shifting consumption to sustainable development, the importance of education is highlighted day by day. Education is the most important mechanism to solve present patterns of unsustainable consumption. Consumption concerns lifestyle, which is always regarded as personal behaviour, but from the point of view of sustainable development, lifestyle is also seen as social behaviour. Sustainable consumption means a transformation of lifestyle, and this can enormously affect social production practices and the relevant policy formulation. Therefore, sustainable consumption requires the cooperation of the government, enterprises, schools, the media and from all walks of life within society, to strengthen the awareness of sustainable consumption by the consumers, to advance reform of consumption altogether, and then to compel the entire society to shift towards sustainable development.

In the development path of the global economy, we should develop education for sustainable consumption not only at a national level but also at the regional level as well as the global level for common action. The realization of sustainable consumption requires the establishment of a series of guarantee mechanisms including market controls, production, rewards and punishment, propaganda and education mechanisms. The education and propaganda mechanisms need to deepen sustainable consumption from the level of awareness and knowledge towards the promotion of conscious action

of consumers. Higher education is the most important social institution to produce high-level talented professionals of society who have the responsibility and ability to play a significant role. Universities also play a very important role in training for sustainable development knowledge and skills.

China, Japan, and Korea are located in a unique region, in relation to their nature and cultural similarities, all have the moral virtue of thrift. How to inherit and innovate this unique nature and cultural content may help modernize sustainable consumption education in the outstanding historical and cultural traditions of Northeast Asia. A second important question is how to cooperate and develop the environmental education action which will respond to the sustainable development and consumption problem in Northeast Asia. We need experts to carry on communication, exchange and the discussion thoroughly. This workshop is a very good exchange platform. It is believed that based on this exchange with mutual trust and interaction, we can have a future understanding to address the correlating problems in this region. This workshop can also lead to further recognition of the importance of education for sustainable consumption plays, and can promote beneficial inspiration in both theory and practice.

Best wishes for the workshop to achieve great success! I hope the Center for Environmental Education Communication, Ministry of Environment Protection and the Institute for Global Environmental Strategies (IGES), Environmental Education Center, Beijing Normal University can strengthen their mutual cooperation.

Thank you for your attention.

## WELCOME REMARKS

***Mr. DingDing Tang***

Director of Sino-Japan Friendship Centre for Environmental Protection  
Ministry of Environmental Protection of China

Distinguished guests, Ladies and Gentlemen, Good morning

It is a great honour and pleasure for me today to address the workshop on Education for Sustainable Consumption in China, Japan and Korea. I would like to take this opportunity, on behalf of Sino-Japan Environmental Protection Center and in my own name, to express my warm congratulations to this meeting.

What we will discuss in this workshop is very important. Since sustainable development established itself as a common view for the whole mankind in 1990s, people have recognized that both consumption and production are prerequisites for sustainable development. After Johannesburg's World Summit, UNEP and UN Department of Economic and Social Affairs initiated the Marrakech Process to promote sustainable consumption and production worldwide. In China, "to promote energy-saving and emission reduction, to build a resource-saving and environmentally friendly society" is currently a pressing national mission. The sustainable consumption pattern is an essential part and driving force for an environmentally friendly society.

However, in real life, there are still many people that believe "more consumption is better", "material comfort means happiness" and "consumption helps development". This has proven to be a great hindrance to the promotion of sustainable consumption. Therefore, we should give energetic support for the diffusion of sustainable consumption ideas, and for forming a dense, strong social atmosphere for sustainable consumption. Undoubtedly, both formal education and informal education will play essential roles in this process. According to the views mentioned above, Sino-Japan Environmental Protection Center has been in collaboration with partners from many sectors, including many of you here, to make great efforts for promoting environmental education and the diffusion of sustainable consumption. I do hope that we could continue and reinforce our cooperative work in this field in the future.

China, Japan and Korea share some common points. Each is located in East Asia. Each is an important country in the world. Each has great number of consumers. However, there are differences among the three countries as well. They have different development path, development history and development stage. For education of sustainable consumption, the three countries would have similar understandings and policies, as well as different ideas and actions. I do believe that communication and interchange among three countries can help to reach wise achievements.

At the end, I would like to wish a great success for the workshop.

Thank you for your attention.

## KEY REMARKS

**Mr. ZHANG Shigang**

Country Coordinator, UNEP China Office

Good morning, Ladies and gentlemen, Dear colleagues,

I am delighted to have the opportunity to attend this Regional Workshop on Education for Sustainable Consumption. I would like to thank you all for your support, participation and contribution to this workshop, in particular, the Institute for Global Environmental Strategies and Beijing Normal University, who organized this event. UNEP would like to join the host government of China in welcoming the participants from China, Japan and Korea as well as other international institutions to share your rich experience on sustainable consumption and environmental education.

With the support of Ministry of Education and Ministry of Environmental Protection of China, and with active participation of UNESCO, UNESCAP and UNEP, I believe the meeting will achieve great success.

UNEP is mandated to assist the government to meet the challenges in integration of environmental dimensions into national development and planning processes. To fulfil this obligation, UNEP and UN DESA worked closely with the government and developed a global process, known as the Marrakech process, to support a 10-Year Framework of Programs (10YFP) on sustainable consumption and production, called for by the World Summit on Sustainable Development (WSSD) Johannesburg Plan of Action. The Marrakech process is engaging an active participation of national governments, development agencies, and civil society. The goals are to assist countries in their efforts to make their economies more green, to help corporations develop greener business models, and to encourage consumers to adopt more sustainable lifestyle. With the support and cooperation of governments and stakeholders, UNEP has been working on demonstration, policy and guidelines on sustainable consumption and production. The activities and achievements will be shared with you in this workshop.

The global financial crisis brings us a unique opportunity to adopt low carbon economy and a greener lifestyle. In this connection, the theme of this regional workshop is extremely valuable. Education and communication are powerful tools to affect the consumption behavior, and to generate the awareness of environmental threats. “Your Planet Needs You - United to Combat Climate Change” has become a common voice of the world citizens on this year’s World Environmental Day.

In responding the climate change challenge and economic crisis, China has launched an energy-conservation and emission reduction strategy. Korea formulated their stimulating package with the highest ranking of green investment in the world. Japan has signed up ‘the Green New Deal’. We hope this workshop will generate useful and practical recommendations on sustainable consumption as the regional contribution towards Copenhagen. UNEP will continue to work with governments and partners to respond to the environmental challenges in the region.

I hope you have a fruitful discussion. Thank you for your attention.

## KEY REMARKS

**Mr. Min Binsta**

Programme Specialist, UNESCO Beijing Office

(Presented by **Mr. Joel Bacha**,

*Programme Officer, Education for Sustainable Development, UNESCO Beijing Office*)

Ladies and Gentlemen,

It is a great pleasure to be here this week to contribute to this important workshop on behalf of the UNESCO Beijing Office. I share these key remarks on behalf of our colleague, Mr. Min Bista, the Education Programme Specialist based here in Beijing, who apologizes that he could not be with us due to long-planned missions to Sichuan Province here in China and to the DPRK.

Education for Sustainable Consumption is an extremely important topic, especially in light of the global economic crisis, international concerns for food security, initial signs of climate change and many other challenges that consumption is linked to. Education for Sustainable Consumption is influenced by our values, influenced by our decisions, by what we know and how we act. Our consumption patterns dictate the way we live yet, at the same time, our choices are also determined by the options available to us. So, whether we choose to purchase product A or product B, have the choice to drive to work or take public transportation, or have access to the goods that help us support fair trade... the decisions we make all affect each other and these decisions need to be sustainable.

As you may know, UNESCO is the lead agency for the UN Decade of Education for Sustainable Development, or Decade of ESD. This is a Decade of learning among people from all walks of life about how to lead sustainable lives. In terms of Education for Sustainable Consumption, ESD translates into learning to know, learning to do, learning to be, learning to live together and learning to transform ourselves and society to foster the skills, knowledge and values to make appropriate and informed consumer decisions. These habits should be taught early on and schools have an increasing role to play, as well as non-formal and informal education, in equipping people with the knowhow and desire to make good choices.

UNESCO Beijing is a dedicated partner in the discussion on Education for Sustainable Consumption. We are grateful for IGES in emphasizing this important topic. IGES is an active Member on the Asia-Pacific UN DESD Interagency Steering Committee, along with UNEP and UNESCAP and this workshop complements discussions from last September's Regional ESD Policy and Implementation Workshop, also coordinated by IGES. Emphasized by colleagues at this workshop was the point that we need to "change our lifestyles and industrial structure based on mass production, consumption, and waste, and establish sustainable consumption and production systems that ensure biodiversity." In this workshop we have the chance to discuss the *how*, in terms of policy strategies, to build will for these changes.

On behalf of colleagues at the UNESCO Beijing Office, I'd like to wish us all a fruitful set of discussions over the next two days.

Thank you.



## KEY REMARKS, OBJECTIVES AND SCOPES

*Dr. Mee Young Choi*

Project Manager, Capacity Development and Education Project  
Institute for Global Environmental Strategies (IGES), Japan

### **Key Remarks**

My distinguished guests and all participants today,

I firstly would like to express my sincere appreciation to all the attendees today for taking the time to come to this regional workshop on Education for Sustainable Consumption (ESC). I am sure that this regional workshop will provide us a valuable opportunity to share ideas and experiences about ESC in our region and contribute to building a sustainable low-carbon society, especially amongst three countries i.e. China, Japan and Republic of Korea.

I also would like to express my deep thanks to all key speakers, Ms. Xiaozhi Song, Mr. Dingding Tang, and Mr. Guang Xia from Ministry of Environmental Protection (MOP) of China, Mr. Zhang Shigang from UNEP and Mr. Joel Bacha on behalf of Mr. Min Bista from UNESCO-Beijing for taking their time to make remarks in spite of their busy schedules.

Especially, I would like to express my heartfelt thanks to Dr. Qing Tian at Environmental Education Center at Beijing Normal University and Ms. Song Xuhong & Ms. Yang Ke at Environmental Education and Communication Center at MOP. Without their constant help and support, IGES could not make this consultation workshop today.

Next year, 2010, is the year of Marrakech 10-Year Framework Plan (10YFP). It also means that next year will be a re-starting platform for another 10YFP. Nevertheless, there are still a critical lack of knowledge, experiences and research evidences in ESC. This fact adds the significance to the workshop on ESC today and I sincerely hope this opportunity can produce tangible outcomes which contribute to ESC policy and implementation arena.

### **Objectives and Scopes**

Regarding Education for Sustainable Consumption (ESC), the primary question of this workshop is "What is the government's role in influencing consumer choice through education for sustainable consumption? Therefore, the ultimate target group is individuals as we are looking for what kinds of factors and mechanisms influence/impact their consumption decisions.

Target items are eco-label which are green products aiming at sustainable/low-carbon society. However, please be aware of that heightened awareness of these kinds of products is not a goal in itself, rather it is a tool to support the goal of buying environmentally-friendly products, which in return is a means to the more abstract goal of protecting the environment.

From the workshop, we are expecting to:

- Report current status of Education for Sustainable Consumption (ESC) in each country;
- Provide an opportunity which contribute to developing practical policies which link policy decision-makers and practitioners/researchers to enable them to implement efficient ESC together, especially regarding consumer education;
- Support future ESC policies and implementation, especially regarding government roles for public education in the North-East countries and other countries with similar economic, political and cultural conditions;

In particular, regarding policy objectives, I sincerely hope this workshop can contribute to detailing the types of policies, programmes and activities that government can either implement or support to provide education for sustainable consumption and to encourage environmentally responsible consumer-citizenship.

Again, I would like to acknowledge all of the distinguished guests and participants of today's workshop on ESC.

Thank you very much for your attention.

## KEY MESSAGES OF THE WORKSHOP

The Regional Workshop on Educational for Sustainable Consumption (ESC) in China, Japan and Republic of Korea was highly successful. Through the course of the three day workshops, the participants were provided with a wealth of information centred on the investigation of policies and practical strategies to influence consumer behaviour towards sustainable consumption. One of the key focal points of this workshop became the analysis of consumer behaviour and the identification of mechanisms for influencing consumption practices. This analysis incorporated a very holistic process from acknowledging the preconditioning factors and policies that shape consumption options, by framing the value and belief systems that support an individual's appreciation for environmental protection and sustainable development, and the clear identification of instruments and tools that are available to public bodies to build a strategy for consumer ESC upon.

The workshop examined four key sectors for shaping and influencing a societal shift towards Sustainable Consumption and Production (SCP) and Low-Carbon development. First, the international consensus for SCP and ESC that has developed over the past decade and a half was examined. Second, the policy frameworks regarding ESD and ESC in China, Japan and Republic of Korea were illuminated. Third, the work of the institutional and NGO sector was examined to highlighted key opportunities for supporting ESC activities. Finally, numerous good practice cases regarding ESC were detailed and illustrated.

The workshop highlighted the policies for green procurement, sustainable consumption and education for sustainable consumption in each of the three countries. In regards to each country, it was recognised that all have produced unique cases of good practice, but that they all face significant gaps in their implementation process. The cross-country dialogue provided significant opportunities for highlighting possibilities for improvement in each country. The resulting outcomes of these discussions was a growing consensus among the workshop participants that long-term benefits of this workshop should be formalised by the establishment of a regional consortium on Education for Sustainable Consumption. Furthermore, it was suggested that this consortium could provide important leadership on ESC in the international processes on SCP i.e. the Marrakech Process and Partnership for Education and Research about Responsible Living (PERL).

The discussions on good practice in ESC began to build the foundations of a strong strategy for promoting consumer-based ESC and encouraging sustainable consumption across the public sector. A primary feature of this strategy would be the recognition of the sustainable consumer as a socially responsible citizen who recognises his role in helping to build a low-carbon, sustainable society. A second important feature encouraged by the workshops participants was the importance of framing the move toward sustainable lifestyles as one that is filled with possibilities and opportunities for a healthier and happier society. Sustainable consumption must not just be framed as a lessening of material being, though this is an unequivocal reality, but as a transition towards a society that fairly

and equitably supports human well-being. Finally, it was recognised that a good strategy for consumer ESC will not just be based in policy and infrastructure changes, but that it will also work to reframe the cultural and social ideologies of development and work towards those key moments for catalysing a critical transition towards a sustainable society and the breaking down the culture framework of unsustainable practices and consumption patterns.

## **SUMMARY OF SESSION DIALGOUES AND PRESENTATIONS**

16-18 JULY 2009

---

- I. Opening Session**
- II. Session 1: Regional Education for Sustainable Consumption Policy and Its Strategy**
- III. Session 2: National Education for Sustainable Consumption Policy and Its Implementation in Japan**
- IV. Session 3: Consumer Education for Sustainable Consumption**
- V. Session 4: National Education for Sustainable Consumption Policy and Its Implementation in Republic of Korea**
- VI. Session 5: National Education for Sustainable Consumption Policy and Its Implementation in China**
- VII. Session 6: Regional and National Education for Sustainable Consumption Cases**
- VIII. Session 7: Conclusive Session**
- IX. Strategic Meeting on Regional Education for Sustainable Consumption**

## OPENING SESSION

16 JULY 2009, 10:00 TO 10:40

---

### **Chairman:**

Mr. Guang Xia, Vice-director of Sino-Japan Friendship Environmental Protection Center  
**Ministry of Environmental Protection of China**

### **Welcome Remarks:**

Ms. Xiaozhi Song, Vice-director of Department of International Cooperation  
**Ministry of Environmental Protection of China**

Prof. Zuoyu Zhou, President, Faculty of Education  
**Beijing Normal University**

Mr. Dingding Tang, Director of Sino-Japan Friendship Environmental Protection Center  
**Ministry of Environmental Protection of China**

### **Key Remarks:**

Mr. Shigang Zhang, Project manager  
**UNEP Beijing**

Mr. Min Bista, Programme Specialist for Education  
**UNESCO Beijing**

### **Key Remarks: Objectives & scope of the regional workshop**

Dr. Mee Young Choi, Project Manager/Senior Policy Researcher,  
Capacity Development and Education Project  
**Institute for Global Environmental Strategies**

Mr. Guang Xia opened the *Regional Workshop on Education for Sustainable Consumption in China, Japan and Republic of Korea* by kindly welcoming all of the participants to Beijing and by expressing his congratulations for a very successful workshop. Mr. Guang Xia went on to introduce each of the distinguished guests that were to make opening remarks at this morning session.

Ms. Xiaozhi Song was the first to provide welcoming remarks on behalf of the Ministry of Environmental Protection for China. She conveyed her happiness to participate in this regional workshop, and she expressed her happiness to see so many experts gathered to discuss these important issues. Ms. Xiaozhi Song continued by acknowledging the many challenges we face in

regards to moving forward for sustainable development and the key role sustainable consumption plays in building an environmentally friendly society. She further acknowledged the importance of education as a primary way to establish sustainable consumption and encourage the participation of the public in the work of sustainable development. Ms. Xiaozhi Song concluded her remarks by conveying her wishes for the complete success of this workshop and for a pleasant stay in Beijing by all the participants.

Professor Zuoyu Zhou gave welcoming remarks on the behalf of Beijing Normal University. He began by drawing the participants' attention to the critical importance of Education for Sustainable Consumption (ESC). He further expressed the fact that this regional workshop is being held at a point when the issue of sustainable consumption has recently gained rapid international attention as a key factor that affects the future of the entire world. Professor Zuoyu Zhou drew attention to the fact that the main agreement from World Summit on Sustainable Development, held in Johannesburg in 2002, was the recognition of Sustainable Consumption and Production (SCP) as the primary means for reaching sustainable development. He also pointed out that the Chinese government has located sustainable development as a key area of policy and is focussing efforts on promoting sustainable consumption.

Professor Zuoyu Zhou continued his remarks by explaining that sustainable consumption requires a transformation in people's lifestyles. The realisation of sustainable consumption, he stated, requires an array of guarantee mechanisms to support and encourage its implementation from multiple perspectives of reinforcement. Furthermore, Professor Zhou encouraged that higher education has a significant role in training the leaders of the future who can respond to the challenges of sustainable development. Recognising the unique nature and cultural histories in Northeast Asia, he drew the participants' attention to the importance of cooperation between the three countries that had been brought together in this workshop to find a way to modernise sustainable development into the societies of Northeast Asia while maintaining respect for their unique characteristics. In conclusion, Professor Zhou welcomed the participants to Beijing Normal University.

Mr. Dingding Tang began his remarks by expressing his great pleasure to participate in this regional workshop, and he also expressed on behalf of the Environmental Development Center of the Ministry of Environmental Protection of China his deepest congratulations for the complete success of this workshop. What we address in this workshop, Mr. Dingding Tang acknowledged, has recently been recognised as an extremely important issue for humankind to address and was prioritised in the call from WSSD for the advancement of Sustainable Consumption and Production. He also drew attention to the reality in China where though the Chinese government has begun to promote SCP, there are still many people who believe consumption means happiness and development. Education, both formal and informal, will be very important for making the transitions that are needed by society. Mr. Dingding Tang acknowledged that the people represented at this workshop have already been working in this field and cooperating across the region. He concluded by expressing his hope

that from this workshop, we can ensure further cooperation across Northeast Asia and the promotion of Education for Sustainable Consumption.

Mr. Shigang Zhang began his comments by expressing his delight to participate in this regional workshop and to have the opportunity to discuss key issues in regards to sustainable consumption and education for sustainable consumption. He kindly thanked all of the participants for their cooperation in this workshop, and he furthered the appreciation of UNEP-Beijing and MOEP to all of the participants for contributing their rich background and knowledge in ESC. Mr. Shigang Zhang went on to explain that UNEP and UNDESA have worked closely with governments to establish the Marrakech process with the primary goal of engaging governments, NGOs, corporations, and civil society to develop a green development model and to encourage consumers to practice sustainable consumption. He continued by drawing attention to the importance education and communication play as powerful tools to affect sustainable consumption and sustainable development. In conclusion, Mr. Shigang Zhang conveyed his wishes for a successful and productive workshop.

On the behalf of Mr. Min Bista, Mr. Joel Bacha conveyed his best wishes and kind regards. Mr. Min Bista apologised for his absence due to being called away for urgent relief work in the west of China. Mr. Joel Bacha expressed his great pleasure in joining the workshop and to meet his fellow participants. He drew attention to the importance that SCP plays in society's movement towards sustainability, but he also pointed out the fact that sustainable consumption is a led by values and lifestyles while at the same time also being affected by what options are available. Mr. Joel Bacha went on to explain that UNESCO is the main promoter of the United Nations Decade of Education for Sustainable Development, and thus the organisation is extremely happy to engage in and support meaningful workshops such as this one organised by the Institute of Global Environmental Strategies. UNESCO remains an active participant in the conversations on SCP and ESC. Mr. Joel Bacha explained that UNESCO shapes its understanding and policy around the 'Four Pillars of Education: Learning to know, Learning to do, Learning to live together, and Learning to be', and furthermore he acknowledged that education plays the critical role is this process. In conclusion, Mr. Joel Bacha expressed his own and Mr. Min Bista's gratitude to IGES for organising this workshop and recognised the organisation's active support of the Decade on Education for Sustainable Development.

Dr. Mee Yong Choi provided the final remarks of this opening session by first providing a kind welcome to Beijing, and second by emphasising her great thanks and appreciation to all of the participants and especially to the session chairman and her fellow colleagues who had already made opening remarks. She explained that this workshop was a follow up from the previous year's workshop that had focused generally on Education for Sustainable Development, and it was clarified that the choice of focusing on education for sustainable consumption was based on last year's comments that following workshops should be based on a narrower topic focus. In the desire to proceed with the discussions, Dr. Mee Yong Choi drew the participants' attention to the primary objectives of this workshop in the Concept Note:

- Reporting the current status of Education for Sustainable Consumption (ESC) in each country;



- Providing an opportunity to both ESC responsible policy-decision makers from governments and ESC experts from NGOs, universities and institutes in one place to exchange productive dialogues to make a narrow a gap between two arenas;
- Supporting future ESC policies and implementation regarding public education targeting consumers, and;
- Addressing government political roles for public education targeting consumers' choice in the North-East countries and other countries with similar economic, political and cultural conditions.

In conclusion, Dr. Mee Yong Choi conveyed her desire for the success of the workshop and the achievement of these aims, and also expressed her hope that all of the participants would find it a meaningful and worthwhile experience.

## SESSION 1

16<sup>TH</sup> JULY 2009, 11:00-12:45

---

### REGIONAL EDUCATION FOR SUSTAINABLE CONSUMPTION (ESC) POLICY AND ITS STRATEGY

**Chairman:** Mr. Gendong Shi, National Committee of ESD

*Regional ESC Policy and Its Strategy in the Northeast Asia*

Presentation, UNESCO-Beijing, Mr. Joel Bacha

*The Green Growth Approach:*

*For inclusive, sustainable and low-carbon development in Asia and the Pacific*

Presentation, UNESCAP-Bangkok, Mr. Simon Hoiberg Olsen

*Education and Sustainable Development in a Global Era*

Presentation, UNEP-Beijing, Dr. Nanqing Jiang & Mr. Shigang Zhang

Mr. Gendong Shi began this session by introducing his role as the Director of the National Committee of ESD. The floor was then open to the opportunity for each participant in the workshop to briefly introduce themselves. Mr. Gendong Shi then continued by calling for a show of gratitude for Dr. Choi and Dr. Tian for their hard work in organising and hosting this workshop. He then provided a brief introduction of the presenters for this session.

Mr. Joel Bacha began his presentation by drawing attention to the many gaps that exist in current strategies for ESC, and he went on to explain that the purpose of his presentation was to provide key points of discussion for the rest of the workshop. The presentation started with a simulation of having to select between two cups of coffee with one being slightly more expensive than the other. Mr. Bacha asked the participants which one they would choose, and after this explained the reasons for the difference in price based on the more expensive one being grown through fair-trade and ecologically sound practices. This simulation became an important discussion point that was reflected upon multiple times in the workshop discussions around how we buy, what we buy, and what influences our consumer behaviours. Mr. Bacha explained that we must consider knowledge, values/attitudes, and skills when thinking about ESC.

Mr. Joel Bacha went on to explain how within international policy ESC is viewed to lie within the broader spectrum of ESD. Furthermore, ESC is identified as a key lever for addressing major, global sustainable development priorities. The wider background of ESD was presented as being based within substantial global challenges, but that the real focus and what urgently needs to be learned is how to reach a just and sustainable society by 2050. Within a framework of Education for

Sustainable Consumption, Mr. Bacha identified four thrusts for learning: 1) Reorient existing education programmes; 2) Promote access to quality basic education; 3) Promote public understanding and awareness; and 4) Provide practical training. UNESCO has been working with many partners to coordinate work on ESD and is now in the process of producing an ESD toolkit publication.

Mr. Joel Bacha presented six policy lessons for ESC that have been learned by the work of UNESCO to complete ESD consultations. First, there is a need to incorporate ESD into national development plans. Second, attempts should be made to establish inter-ministerial support for ESD. Third, ESD should be internalised within national budget structures. Fourth, ESD capacity building for policy makers and educators should be strengthened. Fifth, teaching and learning approaches should be centred on the school and the community. Sixth, ESD should be linked with ongoing programmes and the principles should be mainstreamed into existing education processes. Finally, Mr. Bacha concluded by providing a *Systems Map* for understanding how consumer decisions and behaviours are influenced. This was provided not as a final model, but as a means for stimulating further discussion.

Mr. Simon Hoiberg explained that the main work of UNESCAP is on the Green Growth Approach, but also suggested that there is an important link between ESC and Green Growth. Considering the impacts of the current triple crisis of financial, fuel and food, Mr. Hoiberg identified the overlapping and interlinked nature of the problems we are facing. He further suggested that we must be careful to recognise that attempts to find solutions in one area can quickly lead to problems in other sectors such as the example with the uptake of biofuels and the resulting spike in food prices. Furthermore, he identified many of the challenges that exist in regards to the current growth model, but also argued that we must recognise the numerous opportunities that are arising for progression towards a more sustainable society.

Mr. Simon Hoiberg suggested that in forming a solution to these challenges, the concept of Low-Carbon Green Growth promote a paradigm shift in our development approaches. The Environment and Development Division (EDD) at UNESCAP is working to advance green growth through a holistic and multi-sectoral approach. EDD has promoted policy dialogues and created forums for discussions across various ministries. Mr. Hoiberg also explained that EDD is cooperating closely with the Seoul Initiative Network on Green Growth (SINGG) programme in Korea. This work is based on four main strategies: policy forums, a leadership programme, pilot projects and networking. Mr. Hoiberg went on to explain his own work in establishing the Green Growth Capacity Development Programme. The methodology for this programme is based on a Sustainable Livelihoods Approach (SLA), a Holistic approach (creating cross-sectoral linkages), and Integrated Sustainability Assessments (ISA). Mr. Hoiberg further identified four paths to Green Growth: the greening of business and markets; sustainable consumption and production; sustainable infrastructure; and green tax and budget reform. In conclusion, he explained how Education for Green Growth can be linked closely with ESC.

Dr. Nanqing Jiang began by explaining that UNEP Beijing is not involved in many specific activities on ESC, and thus the presentation would focus more on general ESD and SCP issues while providing a broad scope on issues of development. To begin, Dr. Jiang drew attention to the mixed results globalisation has created with many areas of Asia, and especially China, having gained quite a lot through globalised development, while for much of Africa and Latin America the process has been highly damaging. The results of this process have led to both convergence and divergence in the global economy with some regions vastly over-consuming while other areas are locked into cycles of poverty and under-consumption.

Dr. Nanqing Jiang reminded the participants that we must not overlook the significance and importance of globalisation on the modern development process. While this workshop talks about issues surrounding sustainable development, it is still globalisation that is the real framing objective of modern development practices. Dr. Jiang pointed to the 1989 Washington Consensus that shaped the policy advice to be offered by the International Monetary Fund and the World Bank around a series of market based reforms and an orientation towards free trade and high consumption and the paralleled lack of any consideration for sustainable development within this consensus as a key factor in society's advancement of unsustainable practices of development. Dr. Jiang concluded her presentation by explaining the role UNEP plays in supporting SCP and its mandate "to support local demonstrations and pilot efforts".

The chairman, Mr. Gendong Shi, finished the session after a round of questions by highlighting two key points that we should consider from the presentations and discussion. First, we should clearly distinguish the concepts and values that we cherish as they relate to ESD. Second, it is then extremely important to discuss how we will implement sustainable consumption practices and to identify clear opportunities for participating in sustainable consumption. He drew point to the fact that China has been building its ESD programme for ten years, and yet still the actual practice and implementation lags behind. The final suggestion made by Mr. Gendong Shi was that the outcomes of this workshop should be presented as proposals for local and national policy makers, educational curriculum developers, and other stakeholders.



**Joel Bacha**  
UNESCO Beijing  
Cluster Office for China,  
DPRK, Japan, Mongolia  
and the Republic of Korea

## Regional ESC Policy and Its Strategy in Northeast Asia

The Regional Workshop on Education for  
Sustainable Consumption in China, Japan  
and the Republic of Korea

16-17 July 2009  
Beijing, China



United Nations  
Educational, Scientific and  
Cultural Organization


## Consumer Choices

**A**

Medium cup of coffee  
24 yuan

Coffee grows in environmentally-  
friendly areas and plantations are  
run by families and small businesses.

Workers are paid a liveable wage  
and their lives often improve.



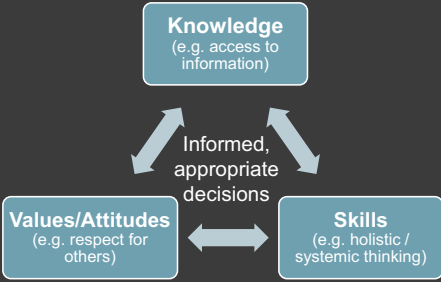
**B**

Medium cup of coffee  
20 yuan.

Coffee grows on large corporate  
farms and mass production is  
often harmful to the environment.

Workers are paid, but the wage isn't  
always enough to raise a healthy  
family.

## Consumer Choices




**Knowledge**  
(e.g. access to  
information)

**Values/Attitudes**  
(e.g. respect for  
others)

**Skills**  
(e.g. holistic /  
systemic thinking)

Informed,  
appropriate  
decisions



## 4<sup>th</sup> International Conference on Environmental Education (Tbilisi +30)

Ahmedabad, India, 24-28 November 2007

*Considering that:*

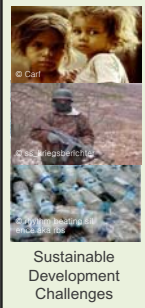
- ⦿ ESC is recognized as a pillar of ESD because it contributes to enhance the individual's ability to manage their own life as well as responding to the challenges of the global society;
- ⦿ ESC is the part of ongoing values debate about quality of life; and
- ⦿ ESC contributes to the development of citizenship through social and ethical responsibility and to a culture of peace;

*Governments are urged to:*

- ⦿ Integrate ESC in all formal and informal systems of education;
- ⦿ Ensure that ESC respects the importance of indigenous knowledge and alternative lifestyles; and
- ⦿ Incorporate intergenerational learning into ESC.

# Education for Sustainable Development (ESD)

Education for Sustainable Development is a vision of education that seeks to empower people to assume responsibility for creating a sustainable future.



2009  
6.7 billion people



Learning for Change (ESD)



2050  
9 billion people

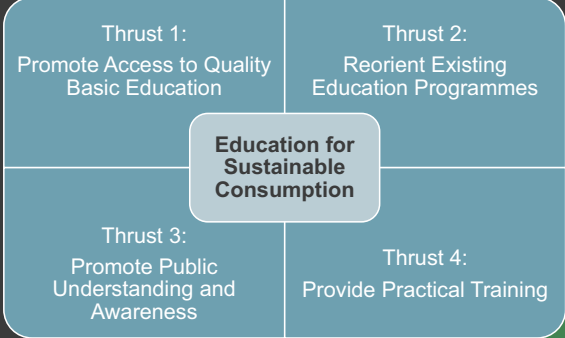
# UN Decade of Education for Sustainable Development (2005-2014)

## Vision

A world where everyone has the opportunity to benefit from education and learning the values, behaviours and lifestyles required for a sustainable future and for positive societal transformation

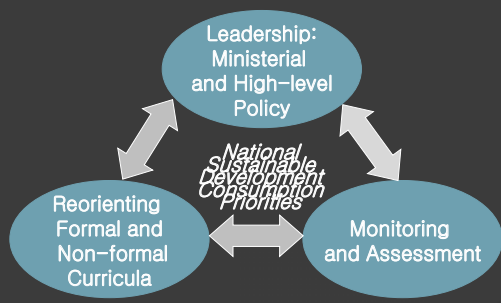


# Learning for Sustainable Consumption



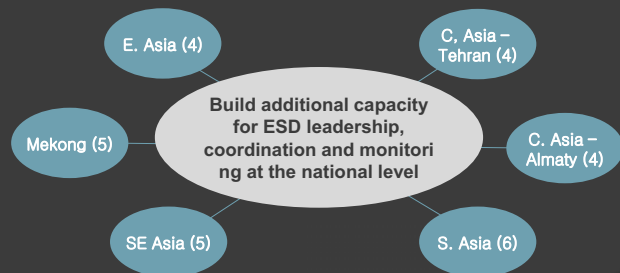
Within a framework of Education for Sustainable Development (ESD)

# ESD Coordination in the Asia-Pacific Region



**MID-DECADE VISION**

## Asia-Pacific Sub-regional ESD Consultations



Participants: Senior Officials from ESD-related line ministries, national ESD coordinators and key ESD partners and national actors

## East Asia ESD Coordination and Capacity Building Workshop

Hangzhou, China, 28-30 October 2009

- Chinese National Commission for UNESCO
- Beijing Academy of Educational Sciences
- Beijing ESD Association
- Japanese Ministry of Education, Culture, Science and Technology
- ESD-J
- Mongolian Ministry of Education, Culture and Science
- Mongolian National Academy of Sciences
- National University of Mongolia
- Yonsei University, Republic of Korea
- Korean National Commission for UNESCO
- Asia-Pacific Cultural Centre for UNESCO (ACCU)
- IGES
- Swiss Development Agency (SDC)
- UNEP
- UNESCO

## Sub-regional ESD Consultations: Policy lessons for ESC

- Incorporate ESD into national development plans – ESD not only needs to be included on the national agenda, but also incorporated into national sustainable development strategies, national poverty reduction strategies, education sector development plans, etc.
- Establish inter-ministerial support for ESD – Cross-sectoral collaboration is seen as essential for linking ESD to ongoing education initiatives, the MDGs and other programmes in order to steer education and learning towards addressing national sustainable development priorities.
- Internalize ESD within national budget structures – Budget ownership needs to be advocated for ESD within the relevant ministries, starting with education.

## Sub-regional ESD Consultations: Policy lessons for ESC

- Establish support for capacity building – ESD capacity is needed for policy makers, for educators (to support the integration of thematic content into curricula and relevant pedagogy and learning), and for national ESD indicator development and monitoring.
- Centre teaching and learning approaches on the school and community – Parents, teachers, students and community leaders all have a role to play in localizing content. Curriculum development can then benefit by including teachers and schools in decision-making processes along with policy planners and development partners.
- Link ESD to ongoing programmes – ESD is better strategized through mainstreaming principles and content into existing education processes and activities, such as national concern for climate change.

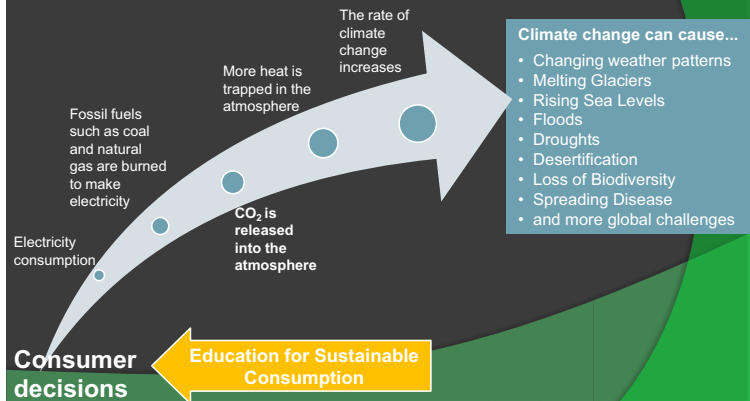
## Sub-regional ESD Consultations: Priorities related to ESC

- Sustainable Consumption (China)
- Sustainable Food Consumption (Indonesia)
- Consumerism (India)
- Overconsumption of fossil fuels (Brunei)
- High volume of solid waste (Brunei)

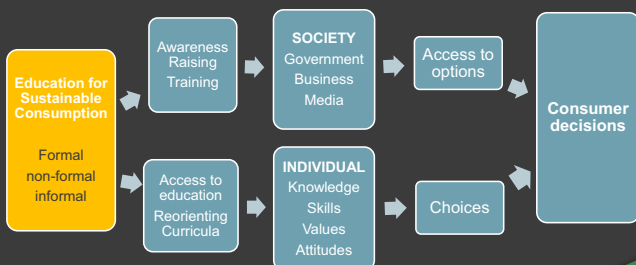
### LINKED PRIORITIES

- |                                |                           |
|--------------------------------|---------------------------|
| • Conservation of Energy       | • Political instability   |
| • Natural resources management | • Food security           |
| • Climate change               | • Urban-rural disparities |
| • Deforestation                | • Distribution of wealth  |
| • Poverty                      | • Preservation of culture |
| • Unemployment                 | • Biodiversity            |
|                                | • Health                  |

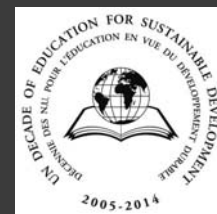
## Sustainable Consumption: Thinking holistically



## Sustainable Consumption: Policy strategies for what?



Thank You



Joel E. Bacha  
UNESCO Beijing  
[j.bacha@unesco.org](mailto:j.bacha@unesco.org)





## The Green Growth Approach

For inclusive, sustainable and low-carbon development in Asia and the Pacific

Mr Simon Hoiberg Olsen  
Environment and Development Policy Section  
Environment and Development Division  
ESCAP

## Outline

1. Why do we need Green Growth?
  1. Problems, challenges,
  2. ...and possible solutions in Green Growth
2. ESCAP focus and overview of EDD work
  1. Promotion of Green Growth
3. Green Growth Capacity Development Programme – a brief overview
4. Some tools to steer towards sustainable consumption

## Impact of the triple crisis

- The fuel, food and financial crises has had a compounding negative impact on many countries.
- The full impact is not yet known, but usually it is the poor who suffer most. (FAO 1 bill hungry)
- This may also lead to a risk of increasing the burden on country's natural resources and environmental absorptive capacity

## Other Challenges to Growth

- Unsustainable growth patterns
  - Fuel, food and financial crises
- Environmental degradation
- POVERTY
- Climate Change
  - precipitation/drought → climatic variability
  - Loss of biodiversity
  - Ecosystem and land degradation
  - Resource scarcity
- **“...Climate change is not only posing serious global threat but is generating a “world of opportunities.” - Ban Ki-moon.**

## Low-Carbon Green Growth as a Solution

- Paradigm shift from current development approaches - Low carbon green growth.
- Economic progress that is ecologically sustainable and fosters low-carbon, socially inclusive development.

## Key elements to greening recovery strategies

- Reorientating industrial policy to a low-carbon development path;
- Getting the economic incentives and disincentives right; and
- Promoting green industries and jobs with focus on sustainable infrastructure

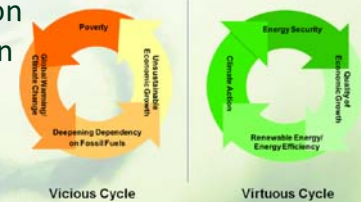


## ESCAP Focus

- 65<sup>th</sup> ESCAP Commission Session (April 2009, Bangkok) addressed the triple food/fuel/financial crisis
- 66<sup>th</sup> ESCAP Commission Session (May 2010, Rep of Korea) will examine green growth policy options for these crises and for advancing the MDGs

## Environment and Development Division (EDD)

- Environment and Development Policy Section, Sustainable Urban Development Unit
- Energy Security Section
- Water Security Section



## EDD as a Promoter of Green Growth

- Broad target group – Ministry of Energy, Water Resources, Development and Planning, Industry, Commerce and Trade, etc.
- By a **holistic** and **multi-sectoral** approach:
- Regional platform for trans-boundary cooperation – the MCED, Green Growth policy dialogues, forums, etc.
- Technical assistance for 1) application of green growth policy tools, 2) SINGG leadership, 3) water and energy efficiency programmes etc.



## Green Growth Capacity Development Programme (GGCDP)

- Conceived in September 2008
- Funded by KOICA (Korea International Cooperation Agency)
- Main partners: ESCAP, Regional SCP Helpdesk/CSC
- First Training of Trainers Seminar

## Methodology for GGCDP

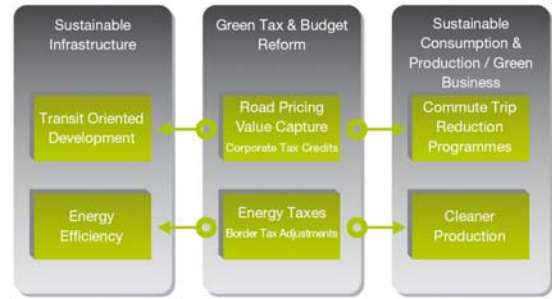
- Sustainable Livelihoods Approach (SLA)
- Holistic approach (cross sectoral linkages)
- Integrated Sustainability Assessment (ISA)

Sustainable Livelihoods Approach (SLA)

- The Social Dimension of Green Growth
- Participatory Approach to Low Carbon Development
- Holistic and multi sectoral →

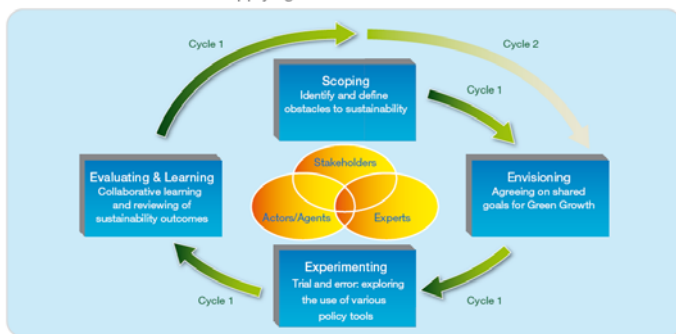


Cross Sectoral Linkages



Integrated Sustainability Assessment (ISA)

Applying ISA to Green Growth



The Paths to Green Growth

1. The Greening of Business and Markets
2. Sustainable Consumption and Production
3. Sustainable Infrastructure
4. Green Tax and Budget Reform

**Focus of the paths:** Improving access, promoting inclusive sustainable development, low-carbon solutions, poverty reduction

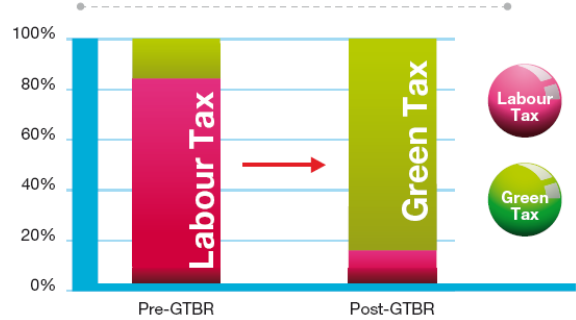


## Green Tax and Budget Reform (GTBR)

Green Tax and Budget Reform (GTBR) is a fundamental fiscal policy instrument for:

- reducing poverty;
- raising fiscal revenues;
- improving eco-efficiency, public health, and environmental quality.
- It is a **key driver** for the other Paths to Green growth: sustainable infrastructure, greening business, and sustainable consumption and production.

## Taxing “bads” and Rewarding “goods”



## GGCD in Context

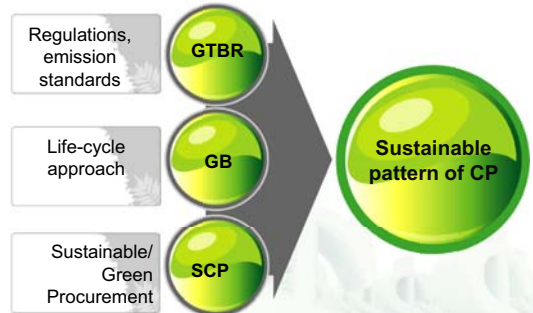
- Assist capacity development of cross ministerial groups on interlinked issues on the greening of economic growth
- Designing policies → to facilitate ACCESS and *inclusive* sustainable development
- Promote Green Growth as a solution for addressing current development challenges
- Create a regional network of Green Growth practitioners
- Provide classroom and online (e-learning) training
- Assist with the integration of Green Growth concepts into socio-economic planning

## Tools to educate the public on SCP can include:

1. Green Public Procurement
2. Promotion of alternative growth strategies (GNH or SE)
3. Focus on quality as well as quality of growth
4. Awareness raising campaigns
5. Pricing policies

## Leading examples

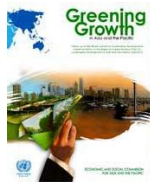
- The Chinese resource-saving society
- The 3R (reduce, reuse and recycle) concept in Japan.
- The Thai Sufficiency Economy Philosophy-Royal Projects in Thailand
- The concept of Gross National Happiness by the Royal Government of Bhutan
- Plastic bags bans/pricing system
- Disposal vs. rechargeable batteries



## EDD: “Education” for Green Growth

- Showing good practices within the paths
- Providing ideas for fiscal policy tools (GTBR)
- Emphasizing public procurement (SCP & GB)
- Awareness campaigns (radio in Cambodia, posters, websites)
- Inclusion of Green Growth into university curricula

- Thank you and visit our green growth portal!



[www.greengrowth.org](http://www.greengrowth.org)



## Education and Sustainable Development in a Global Era

Nanqing Jiang, Shigang Zhang  
UNEP China Office  
16 July 2009



## Globalization

- The accelerated movement of goods, services, capital, people and ideas across national borders.
- The latest phase of globalization is qualitatively distinct
  - triggered by the abandonment of the Bretton Woods' agreements on fixed exchange rates in early 1970s;
  - improvement in the speed and costs of communications



## Development

- Example: East Asia as demonstrating what can be gained from globalization by less developed countries.
- How about Latin America and Africa?
- Nobel Laureate economist Joseph Stiglitz:
  - that globalization is inherently neither good nor bad since it all depends on how it is managed.



## Relationship between Globalization and Development

- Convergence and divergence in the global economy: under- and over- consumption
- The role of nation states in a globalised world.





## Sustainable Development

- The concept of 'need', in particular the essential needs of the world's poor, to which overriding priority should be given
- The idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs (WCED, 1987, p. 43).



## UNEP mandate: Sustainable Consumption and Production (SCP)

- To identify new strategies and approaches for realigning current patterns with an eye to supporting local demonstration and pilot efforts for testing and then packaging results for broader transfusion globally.

## UNEP Activities

- The 10-year Framework of Programmes on Sustainable Consumption and Production (10YFP) (Marrakech Process)
  - to assist **countries** in their efforts to green their economies
  - to help **corporations** develop greener business models
  - to encourage **consumers** to adopt more sustainable lifestyles.
- **Participants**
  - UNEP and UN DESA are the lead agencies of this global process, with an active participation of national governments, development agencies, and civil society.

## Task Forces

- eco-labeling in Africa;
- national action plans on SCP;
- developing tools and supporting capacity building in the areas of sustainable public procurement;
- sustainable tourism projects;
- networks on product policy to encourage more innovation in product eco-design and performance;
- sharing best policy practices on energy efficiency in buildings; and
- promotion of sustainable lifestyles and education.



## Education for Sustainable Development

- The second World Summit on Sustainable Development (WSSD): Johannesburg in 2002
  - education had the potential to play a major role in the future realization of a 'vision of sustainability that links economic well-being with respect for cultural diversity, the Earth and its resources' (UNESCO, 2007, p. 6).
- United Nations General Assembly adopted
- Resolution 57/254 and declared the period 2005–2014 as the Decade for Education for Sustainable Development (DESD).



## The Role of Education

- To increase the importance of international trade in economic development
- Comparative advantage can be 'engineered' in national economies in more diverse ways without respect to natural resource endowments.
- 'Knowledge economy': with rapid advancements in science and technology, particularly with information and communications technologies, enhances the importance of knowledge and ideas in production and services.



## Japan and the East Tiger Economies

- Characteristics:
  - geo-political advantages
  - the fortuitous timing of initial industrialisation
  - the role played by the developmental states which, as Wade argues, govern rather than follow the market
  - Education and skills

## Education supports rapid economic growth

- encouraging foreign investment
- enabling technology transfer
- promoting productivity
- upgrading the skills base as required for each successive economic shift to higher value-added areas of manufacturing and service industry
- enhancing state capacity by producing well educated and, competent civil servants



## China

- Record of economic growth resembles the earlier achievements of the East Asian tigers.
- Uneven development and its society is becoming increasingly unequal.
- Costs to the environment caused by escalating energy consumption, place in question the sustainability of the Chinese model.
- China's achievements in basic education
  - educational expansion is occurring very unevenly across the country
  - authorities have been attempting to reinforce legitimacy and paper over the cracks in national unity and social cohesion



## Globalization, Sustainable Development and Education

- We positioned economic growth as central to 'successful globalisation'.
- We did not explore in each of our country cases whether stocks of all types of capital had increased over time
  - man-made capital
  - environmental or natural capital or social capital

**SESSION 2**  
**16<sup>TH</sup> JULY 2009, 13:50-15:10**

---

**NATIONAL EDUCATION FOR SUSTAINABLE CONSUMPTION (ESC) POLICY AND ITS IMPLEMENTATION IN JAPAN**

**Chairman:** Mr. Martin Schweighofer, UNESCAP

*National Policy and Strategies for Sustainable Consumption in Japan:  
Centred on Public Education*

Presentation, Quality-of-Life Policy Bureau, The Cabinet Office of Japan, Mr. Masahiro Sato and Mr. Yoshifumi Ayusawa

*Education for Sustainable Consumption Good Practice in Japan*

Presentation, Green Purchasing Network of Japan & Tokyo City University, Prof. Hideki Makahara and Dr. Masahisa Sato

Mr. Martin Schweighofer began this session with the introduction of a new participant in the workshop, Mr. Baiyu Shen, The Director of the Division for Curriculum Development at the Ministry of Education of China. Mr. Baiyu Shen introduced the work that his division is undertaking in ESD and ESC, and he conveyed his support and congratulations for a successful workshop. Mr. Schweighofer went on to introduce the presenters from Japan.

Mr. Yoshifumi Ayusawa, on behalf of himself and Mr. Masahiro Sato, began the first presentation of this session. First, Mr. Ayusawa explained that Japan is working to promote ESC both locally and nationally. ESC is regarded as one of the main areas of Education for Sustainable Development, while the basic scheme is promoted through consumer policies and consumer education. He also highlighted two recent developments in consumer education: the 'Multi-stakeholder forum on Social Responsibility for a Sustainable Future' and the establishment of the 'Consumer's Affair Agency'.

Mr. Yoshifumi Ayusawa went on to explain the importance the UN Decade of Education for Sustainable Development has had on policy formation in Japan by bringing together many activities under the main focus of ESD. Following the launch of UNDESD, the Japanese government held an Inter-Ministerial meeting of cabinet members to identify the policy priorities and established an 'Action Plan for UNDESD'. Mr. Ayusawa explained that Japan has continued to promote ESD in civil society with the support and connection of international organisations. He also explained that the nature of consumer education and consumer policy has dramatically shifted over the last half-century. The Consumer Policy Acts in the mid-1960s established means to protect the consumer, but now policy is moving away from protection to independence. Mr. Ayusawa brought this into the modern context with regards to the 'Multi-stakeholder forum on Social Responsibility for a Sustainable Future' established in 2009 and by

identifying its focus on 'consumer citizenship education' as the growing trend in ESC policy advancement in Japan.

Professor Hideki Nakahara and Dr. Masahisa Sato began the second presentation by outlining the brief history of ESC policy in Japan. They went on to pose the question "What is Consumer Education?"; and they provided the suggestion that the continuum of consumer education can be limited or extensive depending on how we define "the consumer" and what areas we identify to influence the consumer. Professor Nakahara and Dr. Sato explain that in modern society the role of the consumer is often seen as "to drink up, to eat up, and to use up" and that links between these activities and the destruction of the natural world must be made explicit. They also presented evidence to demonstrate that there is not a correlation between income and happiness.

Professor Hideki Nakahara and Dr. Masahisa Sato explained that in 2007 the International Panel of Climate change clearly linked modern society's unsustainable practices and consumption as a driving factor in global climate change. Thus for achieving sustainable development, Sustainable Consumption and Production is extremely important, but currently even mere acceptance still remains critical in many sectors of society. Professor Nakahara and Dr. Sato argued for the promotion of green consumption at the household level to engender significant changes, but also acknowledged that unlike the market and the social infrastructure there is currently no regulation placed on households for their consumption practices.

Professor Hideki Nakahara and Dr. Masahisa Sato continued by presenting a case study of the Green Purchasing Network (GPN) in Japan. The network has grown rapidly with now over 3,000 members, thus making it one of the largest environmental organisations in Japan. GPN undertakes many different activities including case studies, training courses, promotional material, and product database. The early work of GPN was supported by the government, but Professor Nakahara and Dr. Sato also identified several factors of success for why it has grown into such a significant organisation. These include the involvement of a wide range of actors, regulatory support from government regarding GPN initiatives, the development of quality information provision, and an earlier connection with several major environmentally conscious companies. Regarding the future of GPN, the presenters suggested that there is a greater need to focus on the local level, to raise the rigor of the classification criteria, to provide capacity building for purchasing managers, and finally to directly work to change consumers' behaviours. The GPN has continued its work by developing green purchasing guidelines and a GPN database. The GPN has also co-organised an international conference, and is now also completing a pilot project in the field of carbon offsetting.

The discussions that followed these presentations took a focus on how best to influence the consumer. Though issues concerning regulating consumer behaviour were discussed, it was recognised that in Japan social pressure had been the key factor in the promotion of sustainable consumption. Professor Nakahara also explained how the government's policies for green public procurement had provided the basis for opening up a public market green sector. The public procurement strengthened the base of

environmentally-friendly products and helped to reduce their overall costs. Finally, it was suggested that this made a significant impact because the two major factors consumers regard are for high-quality and low-cost.

National Policy and Strategies for Sustainable Consumption  
- Centered on Public Education -

## Japan

Yoshifumi Ayusawa, First Secretary, Embassy of Japan in China  
Masahiro Sato, Deputy Director, Quality-of-Life Policy Bureau, Cabinet Office

## Education or Sustainable Consumption in Japan

1. ESC as one of the area of "Education for Sustainable Development (ESD)"
2. Basic Scheme of Consumer Policies and Consumer Education
3. Recent Developments in Consumer Education
  - Multi-stakeholder Forum on Social Responsibility for a Sustainable Future
  - Establishment of the Consumer's Affair Agency

## Implementation Scheme of the Government

- Interministerial Meeting on the "UNDESD"
- "Japan's Action Plan for the UNDESD"
- roundtable meetings by academic experts, educators, NPOs, enterprises, and the Government.

## Civil Society

- Japan Council on the UN Decade of Education for Sustainable Development (ESD-J)
- Asia/Pacific Cultural Centre for UNESCO (ACCU)
- Information Exchange Meeting for UNDESD-Related Organizations

## Basic Scheme of Consumer Policies and Consumer Education

### Consumer Policy in the high economic growth era

The expansion of mass production and the rapid industrial development of the high economic growth era from the mid-1950s, many incidents occurred that hurt consumers due to defective products and false labeling.



### Consumer policy regime was established in the mid-1960s

- Quality-of-Life Policy Bureau established within the Economic Planning Agency in 1965
- Consumer affairs divisions were set up in major Ministries
- Consumer Protection Fundamental Act as the basic framework for consumer policies

## Education for Sustainable Development (ESD)

### UNDESD and Japan

- The World Summit on Sustainable Development (the Johannesburg Summit) in 2002  
Proposal from the Japanese Government and NGOs;  
"Decade of Education for Sustainable Development (UNDESD)"
- "UN Decade of Education for Sustainable Development (UNDESD)" (2005-2015)



*In order to contribute to the world as the country that proposed ESD, Japan is now working to promote ESD globally through UNESCO, the United Nations University, etc.*

## Approaches

Before UNDESD, various activities on participatory, problem-solving learning that incorporate environmental, economic, and social perspectives had been conducted in various institutions



Evolved or integrated into ESD

linking the wisdom of traditional lifestyles with natural, industrial, and cultural resources and also with the school curriculum.

## Effects

- ESD in school education has led to the cultivation of "zest for living."
- ESD rooted in local communities is a powerful tool for building and revitalizing communities.

## New Consumer Policies: From "Protection" to "Independence"

### Background of Introduction of New Consumer Policies

- Change in Environment Surrounding Consumers
- Diversification and Complication of Consumer Problems
- Change in Environment Surrounding Consumer Policies



"Consumer Protection Fundamental Act" =====> "Consumer Basic Act"  
efforts to support consumers to become independent as the basis of consumer policies



Consumer education

## Examples of measures regarding ESC in Consumer Basic Plan

- Promotion of Eco-labels based on LCA (Life Cycle Assessment)
- Providing consumers a database of Eco-labels on the website
- Providing Guidelines for Environmental Representations
- Support Program for NGO's activities on prevention of greenhouse effect

The Roles of various stakeholders are the fundamental prerequisites for the achievement of sustainable development. But no stakeholder groups are able to play sufficient roles alone.

It is necessary to create a social environment in which each group can play sufficient roles through collaborating with each other.

**"Multi-stakeholder Forum on Social Responsibility for Sustainable Future" launched in March 2009**

as a new framework of public governance, where various stakeholders collaborate with each other to solve social problems that the government is not able to solve on its own.

- The Forum is a nation-wide multi-stakeholder process composed of the representatives of various stakeholder groups; business networks, consumer organizations, labor unions, financial institutions, civil organizations, experts, and governments
- The main purposes of the Forum are;
  - i) to forward collaboration of various social groups for the sustainable development
  - ii) to create an environment which promotes social responsibility of organizations in society.

The Forum will agree on "**Collaborative Strategy for Sustainable Development**" including the vision for the future, action plans of stakeholders, and policy proposal to the government until 2010.

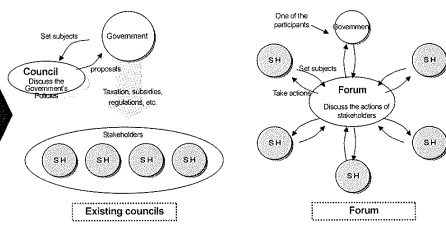
**The Forum and Education for sustainable consumption**

The focus of the Forum; "**consumer citizenship education**"

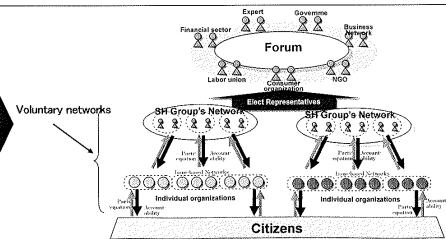
*A consumer citizen is an individual who makes choices based on ethical, social, economic and ecological considerations. The consumer citizen actively contributes to the maintenance of just and sustainable development by caring and acting responsibly on family, national and global levels*

The Forum; as an overall platform on which various stakeholders in society can cooperate each other and play their own role to support the process of building responsible consumers by society as a whole.

The Forum deals with the issues which stakeholders take action on their own initiatives.



The Forum is composed of the representatives of various stakeholder groups chosen under a bottom-up process.





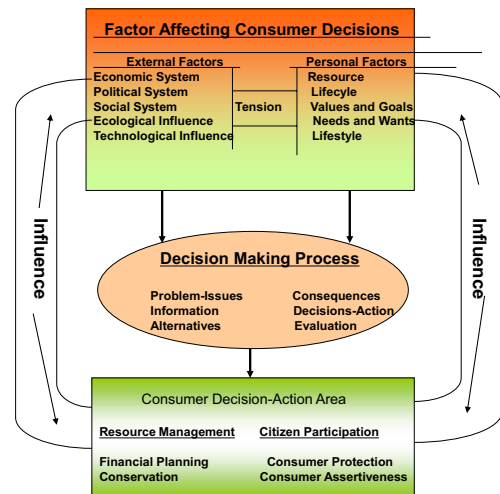
# ESC in Japan

Prof. Hideki Nakahara

Faculty of Environmental & Information Studies  
Tokyo City University  
Chair of Green Purchasing Network

## History of ESC in Japan

- 1992: MoE introduced Consumer Education in School curriculum
- 1996: Established Green Purchasing Network
- 1999: 1<sup>st</sup> Eco Products Fair
- 2000: Enacted Green Purchasing Law
- 2003: METI started Sustainable Consumption Project(~2005)
- 2004: MoE published Consumer Education Text Book for High School
- 2005: Cabinet Office supported to develop Environmental Consumer Education
- 2006: Started Teacher Training Course of Environmental Consumer Education
- 2008: METI started Ecological Foot Print Project :TCU introduced Carbon Offset for TCU Fair



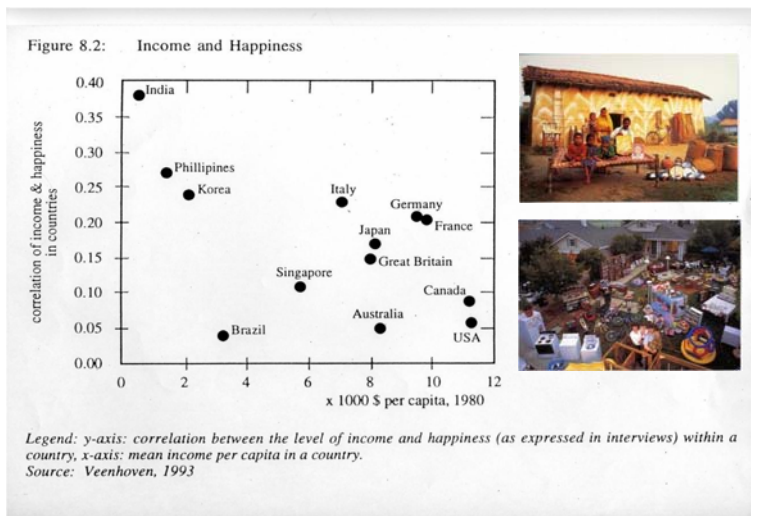
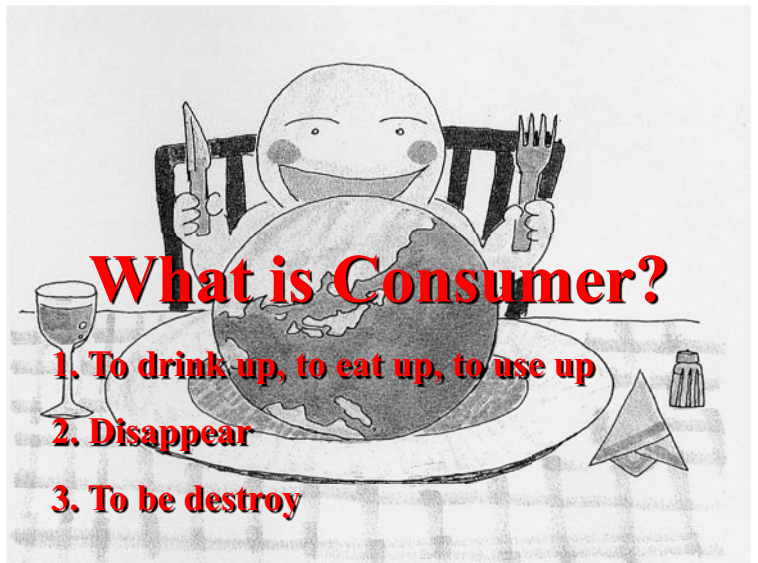
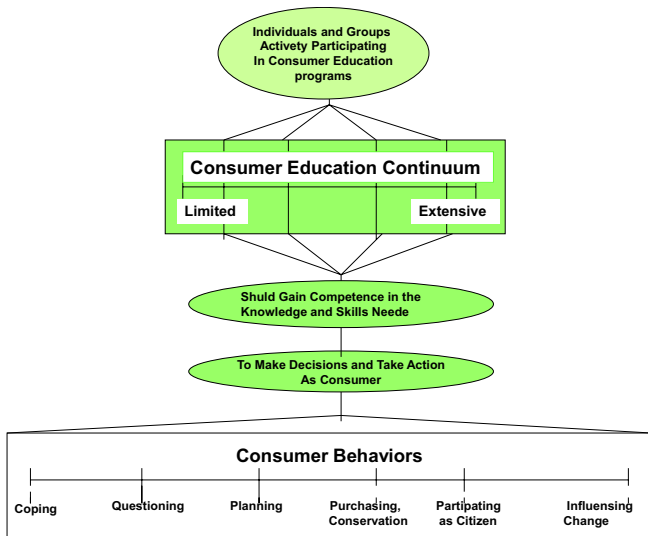
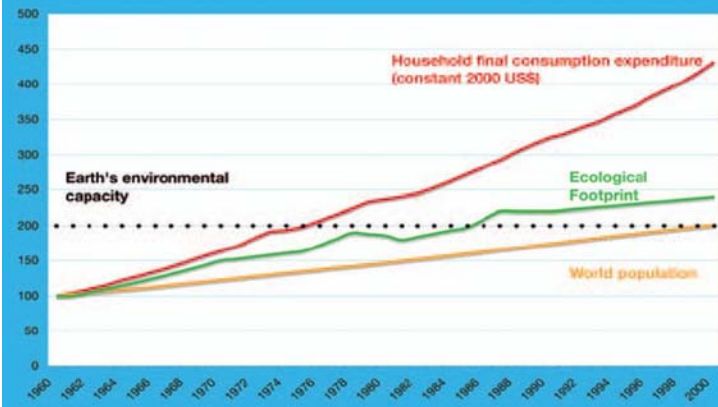


Fig. 1: Evolution of population, household consumption and ecological footprint, World (1960-2000)



Sources: United Nations, WWF.

Working Group I Contribution to the IPCC Fourth Assessment Report

## Climate Change 2007: The Physical Science Basis

Presented by  
Susan Solomon and Dahe Qin, co-chairs

Martin Manning, head of TSU

on behalf of IPCC WG I

Paris, 2 February 2007



INTERGOVERNMENTAL PANEL ON CLIMATE CHANGE (IPCC)  
Working Group I



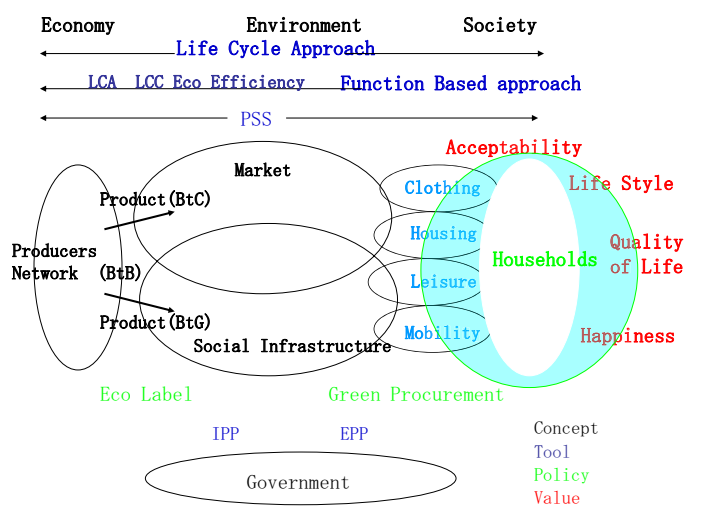
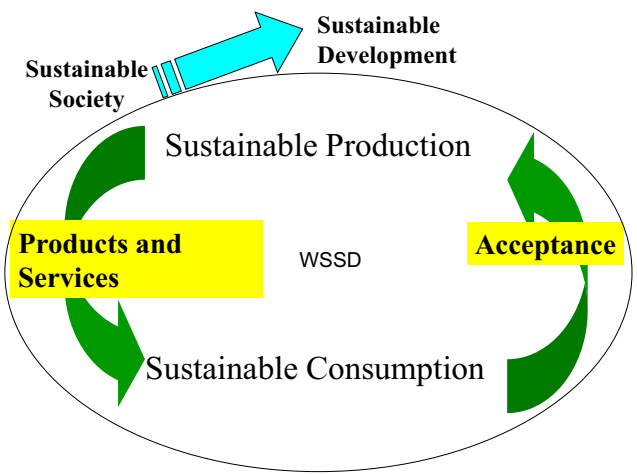
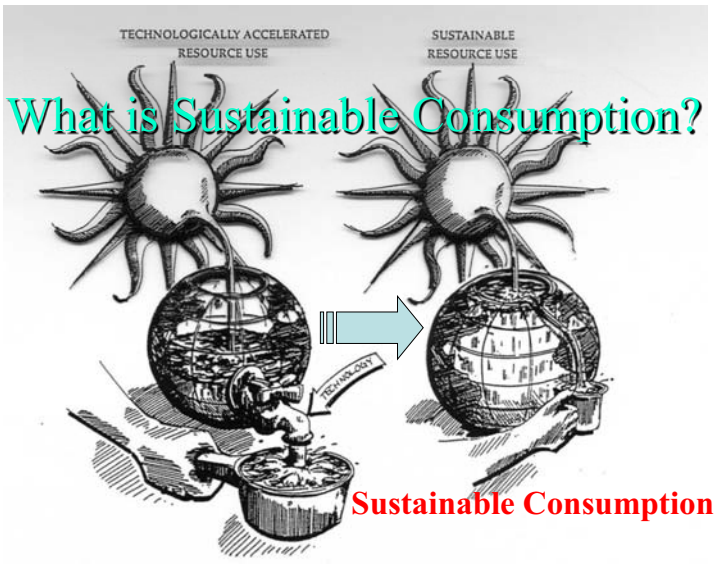
## FOURTH ASSESSMENT REPORT

IPCC report Global **climate change is "very likely" to have been human-induced**, the Intergovernmental Panel on Climate Change (IPCC) has concluded.

- Possible temperature rise by the end of the century ranges between 1.1C and 6.4C (2-11.5F)
- Sea levels are likely to rise by 28-43cm
- Arctic summer sea ice is likely to disappear in second half of century
- It is very likely that parts of the world will see an increase in the number of heatwaves
- Climate change is likely to lead to increased intensity of tropical storms







# Sustainable Consumption and Green Purchasing

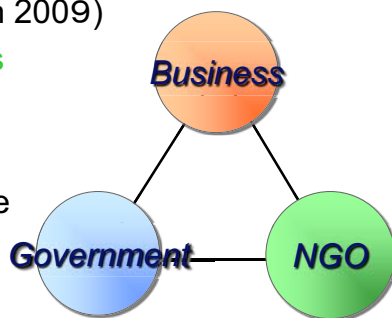
## Green Purchasing Network

- Founded in February 1996 to promote green purchasing in Japan by the initiative of the Environment Agency
- The mission of GPN
  - to promote the concept and practices of green purchasing
  - to provide guidelines and information necessary for practicing green purchasing.
- Since then GPN has taken a leading role in promoting green purchasing in Japan.



## More About GPN

- Independent non-profit organization
- **3,000 members** (Jun 2009)
  - 2,400 corporations
  - 300 governments
  - 300 NGOs, NPOs
- Executive Committee
  - 50 members



**One of the largest environmental organizations in Japan**

## Activities of GPN

- Conferences, Seminars, Exhibitions
- “Green Purchasing Award”
- Training Course
- Case study on success stories
- Newsletter, Website
- Promotion pamphlet, posters
- Regional Networks
- Annual Surveys
- Principles of Green Purchasing
- Purchasing Guidelines
- Products Database
- Hotel Database
- Information Plaza



## GPN Training Course

- One day course
- 6-8 times per year
- Target: Manager/staff of purchasing/environmental departments
- Contents:
  - What's green purchasing - its concept and role -
  - Basic principles of green purchasing
  - Policy of the Government - Green Purchasing Law –
  - How to make use of various environmental information
  - How to implement green purchasing activities
  - Purchasing guidelines
  - Advanced case studies of corporations and governments
  - Group work on making guidelines on “mobile phone”
  - Group discussion
  - Test

## Key Factors for success in Japan -1

### [First stage (1995-2000)]

- Pioneering activities by lots of environmentally conscious major companies and local governments, which stimulated competitors and neighbors.
- Green Purchasing Network (GPN) has succeeded to involve wide range of businesses, public and NGO sectors.
- GPN and its members succeeded to make a nation-wide big social trend.
- The Ministry of the Environment (MoE) backed up the voluntary movements and GPN.
- Success stories were introduced by the award and seminars by MoE and GPN.
- Businesses made considerable efforts to develop eco-products.

## Key Factors for success in Japan -2

- It became much easier to get product environmental information from GPN Data Base, Eco-mark, suppliers catalog, etc.
- The movement was concurrent with popular trend of getting certificate of ISO14001.

### [Second stage (2000-)]

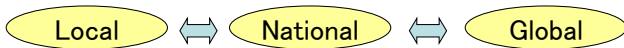
- The mandatory Green Purchasing Law dramatically disseminated the activities among governmental sectors.
- Companies which products designated by the law worked hard to meet the criteria.
- EU RoHS directive accelerated corporate green procurement activities through supply chain.

## Outlook for the Future –1

- Expand the scope of green purchasing
  - food and beverage, mobile phone, dishwasher, electricity, transportation, cleaning service, construction, catering service, financial services, stores, etc.
- Raise criteria/enhance guidelines
  - “Greener” purchasing can promote greener products development.
- Encourage voluntary activities exceeding the level of Green Purchasing Law
  - Many of local governments are satisfied with imitating central government way of practice.
  - Further diverse actions to explore new product area and raise the level of criteria is expected
- Capacity building of purchasing manager

## Outlook for the Future -2

- Penetrate into small and medium sized municipalities and corporations
- Challenge to change individual consumers' behaviors
- Launch Regional Networks to reinforce local based activities
- Disseminate green purchasing around the globe



## Benefits for Institutional Purchasers

*By introducing green purchasing,*

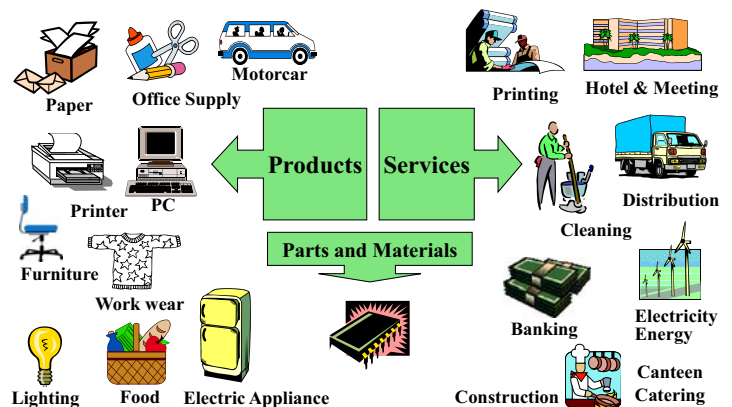
- Environmental impact generated by the organization can be reduced.
    - Energy saving(=CO<sub>2</sub> reduction) by buying low-energy consumption products
    - Waste reduction by buying durable goods
  - Cost can also be reduced when take account of **Life Cycle Cost (LCC) - Save Money!-**
    - Electricity charge, Water rate
    - Maintenance cost, Replacement cost, Waste disposal cost
- And,.....

## Benefits for Institutional Purchasers 2)

*By introducing green purchasing,*

- Environmental **awareness** of the employees can be raised and enhanced.
  - All the employees can be users of green products, and get a chance to consider their own responsibility for the environment
  - That gives positive effect on product development, sales promotion of green products, recycling program, energy saving and other activities.
- The positive stance toward the environment can be visibly **appealed to the public.**
  - That contribute to their image-up showing themselves as environmentally responsible corporations.

## Target fields of Green Purchasing



# Green Purchasing Guidelines

**Products**

- Printing and Copying Paper
- Copiers, Printers, Facsimiles
- Personal Computers
- Stationery and Office Supplies
- Office Furniture
- Motor Vehicles
- Refrigerators
- Washing Machines
- TV Sets
- Air Conditioners
- Toilet and Tissue Paper
- Lighting Equipment
- Uniforms and Work Wear
- Toilet Facilities

**Services**

- Offset Printing Service
- Hotels and Inns

**Under Making Process**

- Foods
- Clothing

**Under Preparation**

- Restaurants

# Product Related Information Used by Green Institutional Purchasers

Eco Mark (ISO Type I Label)	88%
GPN Guidelines/Database	48%
Symbols from Third Parties	43%
Criteria of Green Purchasing Law	33%
Self Declaration Label	23%
ISO Type III Label	7%

From GPN survey 2003

# About GPN Database

## Product Environmental Performance Database

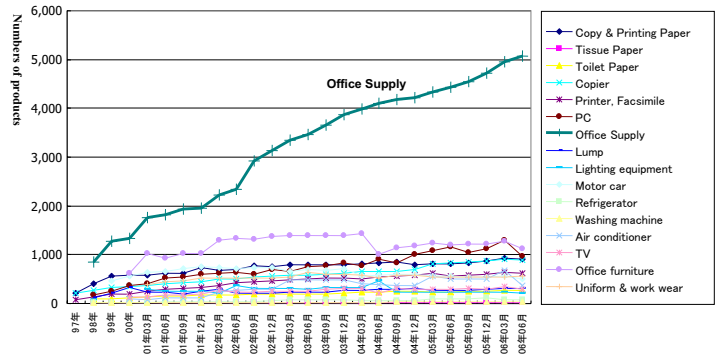
- More than **13,000 products** registered
- About 600 companies participating
- **Comparable data** unified by information format
- 300,000 page-views monthly

**Product Categories**

- Printing and Copying Paper
- Copiers, Printers, Facsimiles
- Personal Computers
- Stationery and Office Supplies
- Office Furniture
- Motor Vehicles
- Refrigerators
- Washing Machines
- TV Sets
- Air Conditioners
- Toilet and Tissue Paper
- Lighting Equipment
- Uniforms and Work Wear
- Toilet Facilities



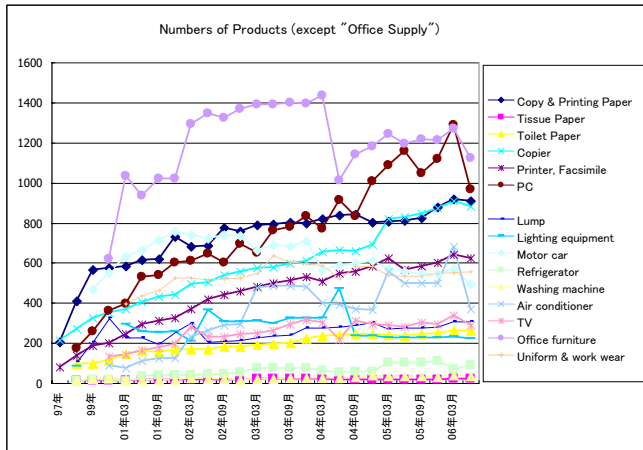
# Number of Products on GPN-DB



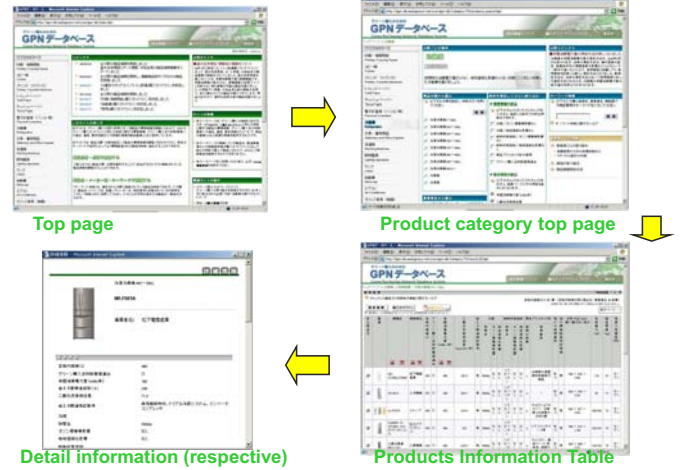


## Number of Products on GPN-DB

GPNデータベース掲載商品数の推移 (分類別)

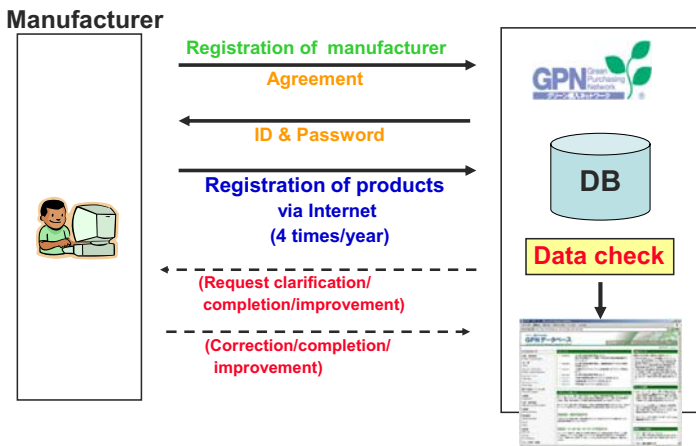


## How to Use GPN-DB データベースの使い方



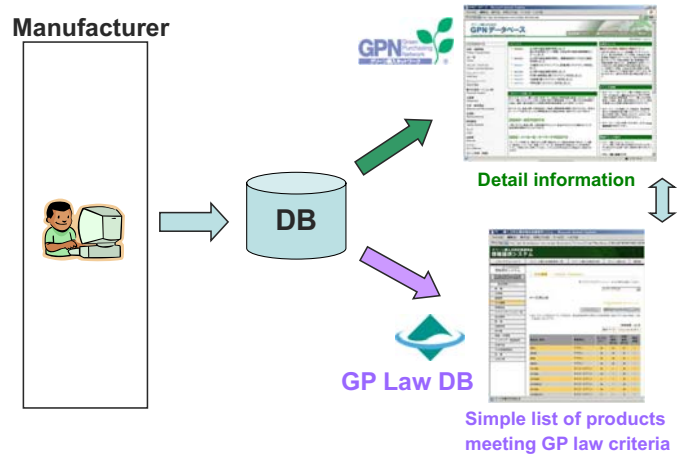
## How to Register Products to GPN-DB

GPNデータベースへの製品の登録



## How to Register Products -2

GPNデータベースへの製品の登録



## GPN-G L6 Purchasing Guidelines for Stationery and Office Supplies

「文具・事務用品」購入ガイドライン

- 1) Use of a large percentage of recycled material  
<Applying to office paper products, other paper products, and labels>
- 2) Meet levels of unexcessive brightness  
<Applying to ball point pens, markers, correction tools, glue, adhesive tape, etc.>
- 3) Made from either replaceable or refillable consumable parts  
<Applying to files/binders and albums>
- 4) Separable binding equipment and covers to enable reuse
- 5) Replaceable labels to enable repeated use  
<Applying to adhesive notes/labels (tack seals)>
- 6) Without lamination resin
- 7) Use of water-soluble, water-dispersible, or mildly alkaline water-soluble adhesives

- the rest is omitted -

### [Information Requirements]

- Use of PVCs
- Material Separation/Classification
- Envelope window material(s)

品名	製品名	事業者名	ブランド名	GP Law Conformity	Company	Brand Name	Use of Recycled Material	Refillability	PVC use	Price
ボールペン	マンクインキ No.700	三菱鉛筆	三菱鉛筆	○	三菱鉛筆	三菱鉛筆	○	○	○	100円 (税別)
ボールペン	三菱鉛筆のボールペン用インク	三菱鉛筆	三菱鉛筆	○	三菱鉛筆	三菱鉛筆	○	○	○	100円 (税別)
ボールペン	サインの達人 (S&S)	三菱鉛筆	サインの達人	○	三菱鉛筆	サインの達人	○	○	○	105円
ボールペン	三菱鉛筆 W8 マーカー	三菱鉛筆	三菱鉛筆	○	三菱鉛筆	三菱鉛筆	○	○	○	105円 (税別)
ボールペン	オプティスタ	三菱鉛筆	オプティスタ	○	三菱鉛筆	オプティスタ	○	○	○	105円 (税別)
ボールペン	キートン (白、赤、黒、青、緑、黄)	三菱鉛筆	三菱鉛筆	○	三菱鉛筆	三菱鉛筆	○	○	○	105円 (税別)

## Purchasing Guidelines for Copiers, Printers, Facsimile Machines

「コピー機・プリンタ・ファクシミリ」購入ガイドライン

- 1) Minimal power consumption during operation and standby mode, (fulfilling requirements for "low energy consumption rate", as stipulated in the Law Concerning the Rational Use of Energy, and the International Energy Star program)
- 2) Function to reduce the quantity of paper consumed, (i.e. two-sided copying/printing and multiple-page in one page copying/printing)
- 3) Recovered at the end of its usage-lifecycle, and its parts reused and recycled as raw materials
- 4) A toner cartridge, when used, that will be properly recovered and its parts reused and recycled as raw materials
- 5) Incorporate reused parts and/or reproduced plastic materials
- 6) Does not contain lead, mercury, cadmium, hexavalent chromium compounds, or specific bromine-based flame-retardants (PBB, PBDE), to the utmost extent possible

### [Information Requirements]

- Use of PVC for coated wire

品名	製品名・型式	事業者名	ブランド名	GP Law Conformity	Company	Brand Name	Printing Speed	Energy Satr	Stand-by Mode(W)	Two-sided Copying	Use of Reused Parts	Use of Recycled Plastics	Toner Cartridge Recycling	PVC Use
複写機	HL3040	ブラザー工業	ブラザー工業	○	ブラザー工業	ブラザー工業	○	○	○	○	○	○	○	○
複写機	PagePro 1020W	エプソン	エプソン	○	エプソン	エプソン	○	○	○	○	○	○	○	○
複写機	BEAMSTAR-M202LFP-P (L2450)	日立製作所	日立製作所	○	日立製作所	日立製作所	○	○	○	○	○	○	○	○
複写機	MF Color Laser 4000	日本電気	日本電気	○	日本電気	日本電気	○	○	○	○	○	○	○	○
複写機	DocuMile 600	NEC	NEC	○	NEC	NEC	○	○	○	○	○	○	○	○

Column of Lead, Mercury, Cadmium, Hexavalent Chromium Compounds, PBB, and PBDE will be added

## Useful Functions of GPN-Database GPNデータベースの諸機能

Screen out products by user-set criteria

Arrange listings in order of user-selected criterion

Restrict displayed data to info items selected by user

Make a new table of user-selected products

Search by keyword

## Example of Environmental Information on Commercial Office Supply Catalog 事務用品のカタログにおける環境情報表示の例

Eco-Mark Certified

GPN Database Registered

GP Law Database Registered

## Eco Procura 2006 and The 2<sup>nd</sup> International Green Purchasing Conference in Barcelona



20-22 September 2006  
Barcelona, Spain  
360 participants from 53 countries

carbon footprint Reducing your impact

Carbon Offset

Is offsetting the solution to climate change?

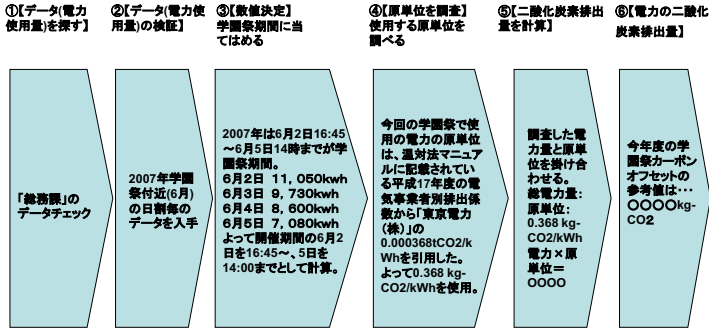
At Carbon Footprint, our belief is that climate change will only be addressed if each and every one of us takes responsible steps to REDUCE their CO<sub>2</sub> emissions.

We do realise that for some individuals, businesses and organisations, avoidance of all CO<sub>2</sub> emissions will be almost impossible – in this case, Carbon Offsetting plays a vital role.

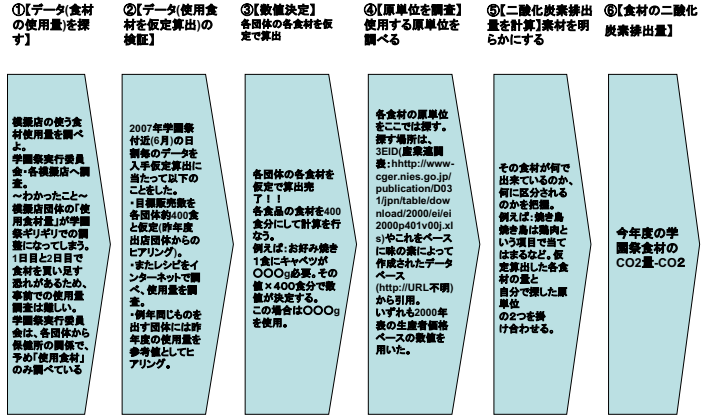
What is Carbon

## 【電力に関して】水道・プロパンガス・廃棄物(可燃・不燃・PET・アルミ・スチール・ビン)

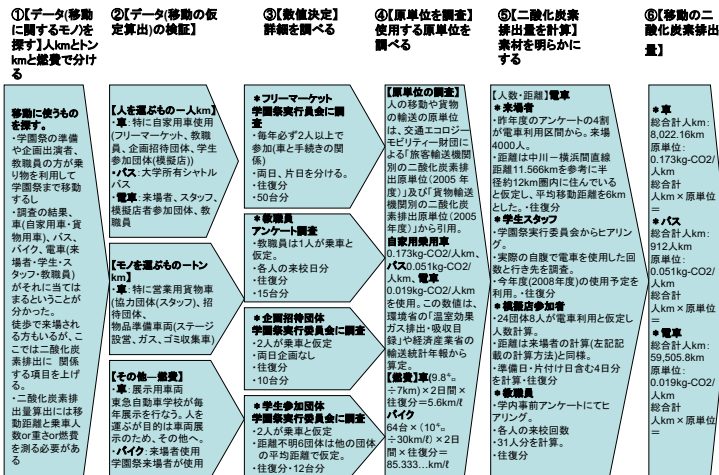
電力の二酸化炭素排出量を調べる。電力は「今年度」のデータを計ることは当日までわからないので、「昨年度以前」のデータを参考値とした。



## 模擬店食材のCO2排出量



## 移動のCO2排出量

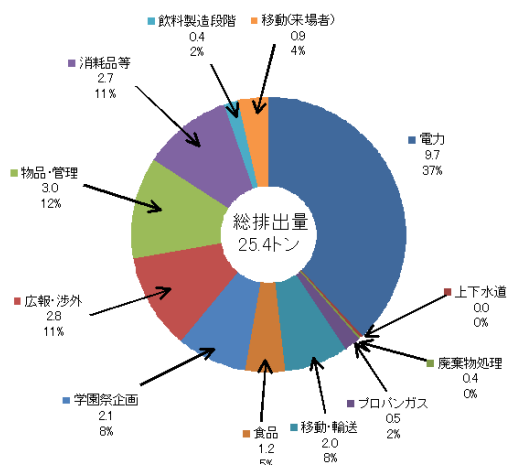


## 学園祭におけるCO2排出量項目表

項目	細目	CO2排出量 (t-CO2)	備考
電力		9.88	開催期間中(5月30～6月2日分) 総電力量26,258kwh
上下水道		0.04	開催期間中(5月30～6月2日分) 総使用量104.4m3
廃棄物処理	可燃物	0.03	可燃物、木屑、生ゴミを対象とし、総量25.4kg
	不燃物	0.03	不燃物(プラスチック)、ペットボトルの蓋を対象とし、総量11.9kg
	ペットボトル	0.01	500ml径30gとし、約550本
	アルミ缶	0.00	350ml径16gとし、約350本
	ステール缶	0.00	350ml径49gとし、約150本
ワンウェイビン	0.00	1本50gとし、約115本	
プロパンガス	移動・輸送	0.46	10kg=5Nm3を37本使用
	鉄道(旅客)	0.22	学生、教職員(アンケート結果)を対象とし、総距離11,505.8km
	鉄道(来場者)	0.91	昨年度のアンケート及び来場者数から4000人が電車を使用と仮定。総距離48,000km
	自家用乗用車	1.39	フリーマーケット・教職員・学生・招待団体を対象とし、総距離3,828.18km
	営業用貨物車	0.04	学園祭準備(学生プロレス・芸人・PA等)を対象とし、総距離987.4km
学内シャトルバス	0.05	世田谷キャンパス～横浜キャンパス間距離15.2kmを3回往来より、総距離91.2km	
飲食	燃費ベース	0.25	バイク30km/ℓで65台、東急自動車(※1)1台7km/ℓとし、総距離709.2km
	目録販売個数400食×模擬店参加団体24団体として計算、食材は(※2)を参照	1.20	
模擬店実行委員会	学園祭企画	2.11	後夜祭(食品、物品等)、スタンプラリー(ゴム板、チェーン代等)など
	広報・渉外	2.83	印刷(ポスター500枚、パンフレット3,200部、ポスターカード17,000部)、封筒(約450件送付)、交通など
	物品・管理	2.99	ポスター・ステージ等レンタル、ゴミ袋など
	消耗品	2.71	コピー用紙、プリンターインク、ペン代など
学内自動販売機	0.41	学園祭期間内で消費された各飲料本数約1,165本	
合計		25.36	



# 学園祭におけるCO2排出量推計結果



学園祭当日のオフセット風景6月1日撮影

- 武蔵工業大学では、計算した総量を協力金額毎で割り、オフセット協力者相殺分を記入するという方法を取った。
- このほかにも来場者の個人に合わせたオフセット量で発行することができなかつたが、その場に対応できるまでのシステムがまだ確立されていなかったので、今回は二酸化炭素排出総量金額分散型で証書を発行した。

カーボン・オフセットマニュアル  
～あなたの学園祭をカーボン・オフセット～  
第1版



武蔵工業大学 環境情報学部  
環境情報学科 中原研究室



## 目次

はじめに・・・・・・・・・・・・・・・・・・1	<b>第3パート: 調査8項目のCO2排出量 調査方法を知ろう!</b> ・・・・・・・・・・・・・19
予備資料「学園祭カーボン・オフセットのすすめ」・・2	
<b>第1パート</b> 実際の事例を基に、経緯・あり方に関して ストーリー仕立てで見よう!・・・・4	調査の前に知っておくこと 電力調査フロー(流れ) 難易度★☆☆ 水道調査フロー(流れ) 難易度★☆☆ ガス調査フロー(流れ) 難易度★☆☆ 廃棄物処理調査フロー(流れ) 難易度★★☆ 自動販売機調査フロー(流れ) 難易度★☆☆ 食材調査フロー(流れ) 難易度★★☆ 移動調査フロー(流れ)①-③ 難易度★★★ 学園祭準備(物品・サービス)調査フロー 難易度★★★
登場人物 地球温暖化は誰が止めなくてはならないのか? カーボン・オフセットとは? カーボン・オフセットの考えなくてはならないこと 学園祭カーボン・オフセットは必要なのかな?	<b>第4パート: 次年度の調査フォーマットを見てみよう!・・・・35</b> 添付資料 排出係数調査一覧表「排出係数(原単位)の導出根拠」 CO2排出量目安表「CO2排出量の目安はどのくらいなの?」 マニュアル読み込みキーワード集「カーボン・オフセットマニュアルに関するキーワード集」 カーボンオフセットプロバイダーまとめ集 計算用EXCELデータ
<b>第2パート: 「武蔵工業大学の学園祭について」と 「カーボン・オフセットの具体的計画・当日の運営方法 のまとめ」を見てみよう!・・・・・・13</b>	
武蔵工業大学の学園祭とは 武蔵工業大学の学園祭は環境配慮されているのか? 調査範囲(バウンダリ)を決めよう!! 二酸化炭素の発生する場所を探そう!! オフセット先を決めよう!! 当日の対応を知ろう	

**Thank you for your  
kind attention.**

GPN Website : <http://www.gpn.jp>



**SESSION 3**  
**16<sup>TH</sup> JULY 2009, 15:30-17:00**

---

**CONSUMER EDUCATION FOR SUSTAINABLE CONSUMPTION (ESC) STRATEGY**

**Chairman:** Ms. Morgan Strecker, UNEP

*Research Reports on Strategy of Consumer ESC*

- *Education for Change*

Presentation, IGES, Dr. Mee Young Choi

- *Research on Education for Sustainable Consumption:*

*Investigating Policies and practical Strategies to Influence Consumer Behaviour*

Presentation, IGES, Dr. Robert J. Didham

Ms. Morgan Strecker provided a brief introduction of her work with UNEP and UNESCO on Education for Sustainable Consumption and transitions to Sustainable Lifestyles. She explained that it has been a very exciting time to see the recent uptake and popularity of the type of work these organizations have been working on for many years now. However, Ms. Stecker also acknowledged that a challenge for ESC is that each unique case requires a separate analysis and a recognition of the differing ways to influence and shaping behaviour.

Ms. Morgan Strecker provided an introduction for Dr. Mee Young Choi and her presentation on the work of the Capacity Development and Education project at IGES. Dr. Choi began by explaining the overall structure and framework of IGES, and she then identified the key goal and objectives of the Capacity Development and Education project. The key objectives she presented were:

- Engage in formulating regime on Environmental Education (EE) for Sustainable Development & Education for Sustainable Development (ESD);
- Enhance a network of human resource development for sustainable development;
- Promote a good practice mechanism of ESD.

In conclusion, Dr. Choi explained the CDE project's main research components for FY2009.

Dr. Robert J. Didham provided a presentation on the focused research of the CDE project's work regarding Education for Sustainable Consumption. After explaining the historical framework and guiding context this research is set within, Dr. Didham identified the research objectives for investigating policies and practical strategies to influence consumer behaviour:

- Analyse means for increasing sustainable consumption.
- Identify the government's role in influencing consumer choice through Education for Sustainable Consumption.

- Detail the types of policies, programmes and activities the government can either implement or support to provide education for sustainable consumption.
- Establish a good practice strategy of Consumer Education for Sustainable Consumption and to encourage environmentally responsible consumer-citizenship.

Dr. Didham continued by outlining the means of analysis that was established for providing a critical review and analytical framework in this research. Based on the critical review that has been prepared, several concepts for analysis were presented including a clear identification of the preconditions that drive consumption and the instruments that are available to influence consumer behaviours. In conclusion, Dr. Didham presented a draft of the Consumer Education Strategy that the CDE project is developing for encouraging further discussion around.

The strategy presented by Dr. Didham led to a well structured discussion that encouraged several possible improvements for strengthening this strategy. Potential steps to include were to develop links with the institutional level, to establish vision through public engagement, and undertaking stock taking and the identification of areas where further work is needed. It was also discussed how we could reward and encourage good consumer behaviour, and how to provide mechanism for reconnecting to traditional values and for deepening their belief systems. It was also discussed that from a theoretical side a change in terminology from education to learning and from sustainable consumption to sustainable lifestyles may provide for a deeper and more fulfilling understanding of the type of work this research is hoping to accomplish. Finally, as a very practical step, it was discussed that any consumer education strategy must clearly identify the various factors that influence consumer choice, including cultural, historical and psychological factors, social stratification and income, and finally the general economics of conducting ESC activities in regards the cost effectiveness of the changes they are likely to produce.



## Education for Change

### Regional Workshop on Education for Sustainable Consumption

16-17 July, 2009

Conference Room, Beijing Normal University, Beijing, China

**Choi Mee Young, Ph.D.**

Project Manager & Senior Policy Researcher  
Capacity Development and Education Project  
Institute for Global Environmental Strategies  
[mychoi@iges.or.jp](mailto:mychoi@iges.or.jp)  
Tel: +81-46-826-9578/Fax: +81-46-855-3809



財団法人 地球環境戦略研究機関は持続可能な開発の実現を目指し、地球環境問題の政策的、実践的な「戦略研究」を行っています。

The Institute for Global Environmental Strategies conducts policy-oriented and practical "strategic research" on global environmental issues to achieve sustainable development.

<http://www.iges.or.jp/>

## Institutional Background

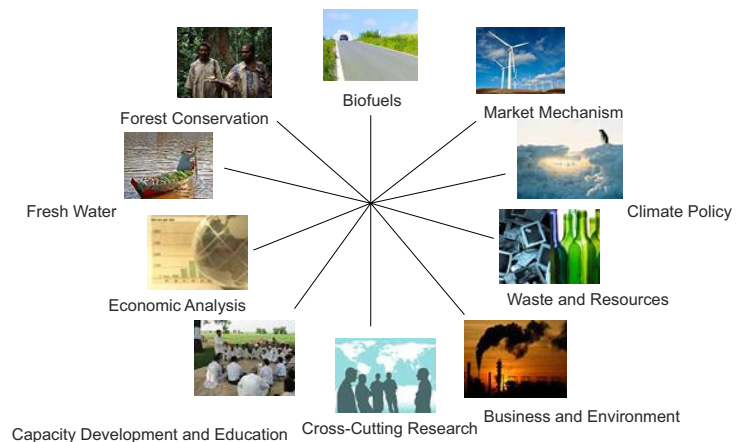
- Established 31 March, 1998 as an initiative of the Japanese government
- More than 60 researchers and support staff from around the world
- Bilingual
  - English and Japanese
- Global Network
  - Strategic collaboration and partnerships with 48 international, regional and national organizations including the ADB, UNESCO, UNESCAP, and UNEP.
  - IGES is in close contact with universities, government ministries and officials from the national to the local level in the countries research is conducted in.

Environmentally Sound Architecture



The innovative design of the IGES headquarters building uses the latest technology to make maximum use of natural assets including solar energy, light, wind, rainwater and greenery, and aims for symbiosis with the rich nature of the local environment.

## Research Topics



## Capacity Development and Education Project

Capacity development and education are key factors as outlined in the UN Decade for Education for Sustainable Development (ESD) in 2002.

The project conducts research with the following three objectives which focus on *education for sustainable development, access to environmental information, and stakeholder empowerment and partnership building* related to priority policy sectors including climate change, emissions, forest and ecosystem, water, waste and production/consumption:



1. To review and examine the progress made in developing and implementing policies and measures regarding education for sustainable development, access to environmental information and partnership building;
2. To analyse the impacts of such policies and measures; and the effectiveness of institutions involved in such policy processes, and;
3. To explore effective enabling policies and institutional frameworks for empowering stakeholders and increasing social capacity to foster environmental management and achieve sustainable development.

### Ultimate Goal

Strengthen individual, organisational and national capacity bringing changes in values, attitudes, skills and behaviours via education consistent with sustainable development in Asia

### Objectives

- Engage in formulating regime on Environmental Education (EE) for Sustainable Development & Education for Sustainable Development (ESD).
- Enhance a network of human resource development for sustainable development
- Promote a good practice mechanism of ESD

## Main Components



## FY2009 Research Outlines

### Component 1: Educational Political Scheme

A review on *the current national policy and implementation* promoting Education for Sustainable Consumption to provide recommendations to policy decision-makers at a regional level

### Component 2: Capacity Development

A study of *human resource development in Higher Education* to propose a sustainable mechanism of the multi-stakeholders collaboration for SD at a national level

### Component 3: Education for Sustainable Development- Modelling ESD Programmes for Sustainable Livelihood

A research is to investigate the important interchange between Education for Sustainable Development and initiatives to build communities of practice and secure Sustainable Livelihoods.

*Thank you for your time*



For Further Information & Contact

IGES Capacity Development and Education Project:

Tel: +81-46-855-3852/ Fax: +81-46-855-3809/ E-mail: [cde-info@iges.or.jp](mailto:cde-info@iges.or.jp)

Institute for Global Environmental Strategies (IGES)

2108-11 Kamiyamaguchi, Hayama, Kanagawa, 240- 0115 Japan

TEL: +81-46-855-3852 FAX:+81-46-855-3709

E-mail:[iges@iges.or.jp](mailto:iges@iges.or.jp)/ URL:<http://www.iges.or.jp>



*Towards A Sustainable Asia-Pacific*  
*IGES 10th Anniversary*

**IGES: CAPACITY DEVELOPMENT AND EDUCATION PROJECT**

**RESEARCH ON EDUCATION FOR SUSTAINABLE CONSUMPTION:**

*Investigating Policies and Practical Strategies to Influence Consumer Behaviour*



**Robert J. DIDHAM, Ph.D.**  
Policy Researcher



**HISTORICAL IMPETUS OF ESC IN INTERNATIONAL POLICY**

- 1992, June** – Rio Earth Summit: SCP is outlined in "Chapter 4: Changing Consumption Patterns" of *Agenda 21*
- 2002, September** – World Summit on Sustainable Development: SCP is identified as one of the three overarching priorities for the realisation of sustainable development in *Plan of Implementation of the World Summit on Sustainable Development*.
- 2002, September** – WSSD also provides call for the development of a 10-Year Framework of Programmes on SCP and identifies the need for education initiatives to be part of policy.
- 2003, April-May** – Meeting of UN Commission on Sustainable Development (CSD-11) initiates the Marrakech Process to produce a 10YFP, and includes the goals of:
  - to assist **countries** in their efforts to green their economies,
  - to help **corporations** develop greener business models,
  - to encourage **consumers** to adopt more sustainable lifestyles.
- 2003, June** – First International Meeting of Experts on Sustainable Consumption and Production at which the formation of seven task forces are initiated to further the Marrakech process through policy initiatives, research activities and pilot projects.
  - Connected to ESC are: "Education for Sustainable Consumption" (led by Italy) and "Sustainable Lifestyles" (led by Sweden).
- 2008** – ESC task force develops a set of guidelines *Here and Now, Education for Sustainable Consumption* (author: Thoresen).
- In the Asia-Pacific Region:**
  - 1997** – The first annual Asia Pacific Roundtable on Sustainable Consumption and Production is held
  - 2005** – UNESCAP launches Green Growth policy initiative as a result of the fifth Ministerial Conference on Environment and Development in Asia and the Pacific,
  - 2006** – UNEP/UNESCAP launch a regional help desk on SCP.

**CONTEXT OF ESC IN ASIA AND THE 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

**RESEARCH OBJECTIVES**

- Analyse means for increasing sustainable consumption.
- Identify the government's role in influencing consumer choice through Education for Sustainable Consumption.
- Detail the types of policies, programmes and activities the government can either implement or support to provide education for sustainable consumption.
- Establish a good practice strategy of Consumer Education for Sustainable Consumption and to encourage environmentally responsible consumer-citizenship.

## MEANS OF ANALYSIS

### Primary Research

- Cross-country analysis: (Japan, China, and ROK)
- Policy review from each country
- Good practice cases from each country
- Consumer survey in each country
- Regional Workshop

### Areas of Critical Review

- SCP and ESC international policy
- Integrated Product Policies at national level
- Eco-labels as local-level consumer information
- “Environmentally responsible behaviour” and “environmental citizenship”
- Consumer choice and behaviour change
- Public/Consumer education for sustainable consumption

## CHALLENGE OF ESC

“The main challenge in relation to education for sustainable consumption is how to support initiatives which stimulate the individual’s awareness of the central role they play in forming society and empower them to choose responsible, sustainable lifestyles”

(Thoresen, 2008: 9).

## UNDERSTANDING THE CONSUMER

“Ordinary consumers have little knowledge of the links between consumption patterns and their consequences...” (Heiskanen and Pantzar, 1997: 409).

### Strategy for Affecting 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).

## CONSUMER RESPONSIBILITY

### Aspects of Environmental Citizenship

- Empowered Participation
- Working for Positive Outcomes towards Sustainability
- A Sense of Right and Duties
- A Perspective that extends globally and encompasses the natural and social environments
- Value-based decision making
- Democratic Discourse and Deliberation
- *Critical praxis* occurs when people learn to participate in development activities, to engage in reflective inquiry in regards to their own action, and to formulate new views and opinions about the world they live in. The outcome of critical praxis is a ‘practical knowledge grounded in everyday experience’ (Ledwith, 2005: 28).

## WHY A CONSUMER BUYS AN ECO-LABELLED PRODUCT?

### Three Driving Factors (hypothesised)

**First** – A desire to protect the environment ,

(or vies-versa, an awareness of environmental problems).

**Second** – A belief that buying environmentally-friendly products is an active means that an individual can do to help protect the environment.

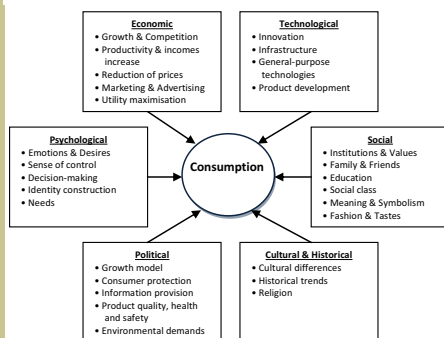
**Third** – A trust in the information that is conveyed by the eco-labelled product for achieving the previous two objectives.

## KEY AREAS FOR PROMOTION IN ESC

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

## 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 and green procurement strategies)

#### ✓ Educational

(research/development, production training, and public education activities) Cooperative

#### ✓ Cooperative

(focus on improving production processes by delivering technology transfer and voluntary agreements)

#### ✓ Informational

(eco-labelling, sustainability reporting, environmental quality targets, and consumer advice)<sup>11</sup>  
(identified by Tyson, ed., Aug 2006)

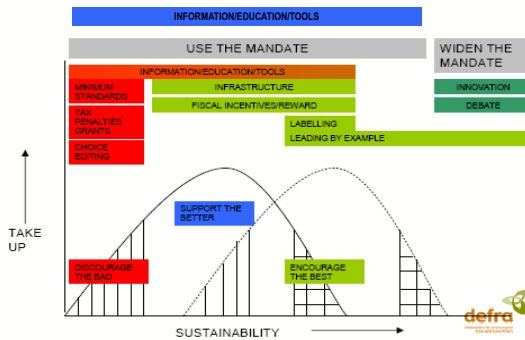
## Five stages of change

Identified in decision-makers as part of the process of social marketing:

- **Precontemplation** – the decision-maker is unaware of the subject and information;
- **Contemplation** – the decision-maker begins to consider the subject and information, but does not link this to action;
- **Decision/Determination** – a conscious choice is made to take action on the subject and incorporate the information into daily practices
- **Action** – the decision-maker tests/experiences ways to incorporate new beliefs into practical behaviour;
- **Maintenance** – the decision-maker continues with regular practice of this new behaviour and may also incorporate into the practices of a wider community  
(Andreasen, 2002).

## A ROADMAP FOR ENVIRONMENTAL BEHAVIOURS

(figure prepared by DEFRA-UK, Jan 2008: 20)



## Steps in preparing a Consumer Education Strategy

1. Identify Target Audience
2. Analyse Areas for Improvement
3. Identify Strategic Framework (including a general outline of activities)
4. Cross-examine based on Public ESC Goals
5. Detail Specific Activities of Strategy
6. Review Activities in relation to Drivers and Instruments
7. Secure Public Participation and Involvement in strategy
8. Finalise Plan of Implementation
9. Monitoring and Evaluation

## Moving Forward: The Next Steps of the Research Process

- Use the Consumer Education strategy to analyse the country cases.
  - Identify good practice mechanisms.
  - Conduct consumer surveys and identify areas for influence.
  - Prepare policy report and policy brief.
- 
- *Ideal Option:* Follow multi-country Government-led Consumer ESC campaigns and assess the level of change they affect.

*Thank you for your time!*

**Robert J. DIDHAM, Ph.D.**  
Policy Researcher

For Further Information & Contact

IGES Capacity Development and Education Project:  
Institute for Global Environmental Strategies (IGES)  
2108-11 Kamiyamaguchi, Hayama, Kanagawa, 240-0115 Japan  
Tel: +81-46-855-3852/ Fax: +81-46-855-3809  
E-mail: [cde-info@iges.or.jp](mailto:cde-info@iges.or.jp)  
URL: <http://www.iges.or.jp/>



*Towards A Sustainable Asia-Pacific*  
IGES 10th Anniversary

**SESSION 4**  
**17<sup>TH</sup> JULY 2009, 9:30-11:00**

---

**NATIONAL EDUCATION FOR SUSTAINABLE CONSUMPTION (ESC) POLICY AND ITS  
IMPLEMENTATION IN REPUBLIC OF KOREA**

**Chairman:** Prof. Eui Soon Shin, Korea Association for Green Campus Initiative/ Yonsei University

*Introduction of Day-2*

IGES, Dr. Mee Young Choi

*Education for Sustainable Consumption in the Republic of Korea*

Presentation, Korea Environmental Industry & Technology Institute,

Ms. Hyun Jung Im

*ESC Good Practice in Republic of Korea*

Presentation, The Korea Consumer,

Dr. Yun Sook Moon & Dr. Myung Hee Ko

Dr. Mee Young Choi began this morning session by re-welcoming all of the participants back to the Regional Workshop on ESC. Professor Eui Soon Shin provided kind introductions for the presenters from Korea. Ms. Hyun Jung Im began her presentation by explaining that the Korea Environmental Industry and Technology Institute is under the Ministry of Education in ROK. In regards to policy, Ms. Im explained that ESC is inherently linked and must be considered in regards to wider policies for sustainable consumption. She went on to explain that the main policy approach regarding sustainable consumption in ROK is work to ensure green purchasing including the enactment of the Green Procurement Law that obligates national and local governments in ROK to the purchasing of eco-products. This obligation is applied to direct purchasing by government bodies and to indirect service purchasing (such as cleaning and construction).

Ms. Hyun Jung Im continued with an explanation of the E-procurement system – GePS – that was established to provide procurement officers ease of access regarding eco-product selection and procurement. Ms. Im also presented the ECOI website which provides detailed information on eco-products for public dissemination, and a catalogue of eco-products in Korea is also published as both a hard copy and an e-book. She also explained that the government is working to employ education and public relations for the public by providing lecturing tours aimed at procurement officers and providing



publicity on good practice. An e-learning system was also initiated to provide educational support for public procurement officers.

Ms. Hyun Jung Im went on to explain that the government is promoting green purchasing in the industrial sector with the hopes of securing voluntary agreements, and a set of green purchasing guidelines has been produced to support this effort. She further identified the various mechanisms that are being used to promote sustainable consumption to general citizens. Eco-products retail shops and an electronic market place have been established. Furthermore, Ms. Im explained the activities that have been implemented to advertise these options including tv and print-media campaigns, workshops for retailers, and information provision on eco-products. The highlight of these programmes is the Green Start campaign for promoting Eco-living and Environmentally Friendly Lifestyle to the public.

Based on the SC and ESC promotion that has occurred in ROK, graphs were provided demonstrating the rapid increase in the green market size and eco-product consumption over the past five years. Ms. Im also explained that a three step strategy had been produced for initiating sustainable consumption: first, improve the quality and function of the product; second, improve the price competitiveness (including through green tax reform); and third, provide easily accessible information regarding eco-products. In Korea, a new approach for sustainable consumption is being promoted that moves away from regulating against negative behaviour and attempts to reward and encourage good practice. Ms. Im stated that new measurements of success are being considered including green procurement for well-being. Finally, Ms. Im concluded by stating that the new Five-year Plan for Green Growth in Korea was announced two weeks ago, and she invited everyone to attend the International Conference on Green Purchasing this October.

Dr. Myung Hee Ko made a presentation on behalf of herself and Dr. Yun Sook Moon regarding the work of the NGO Consumers Korea and their perspective towards sustainable consumption. The concept of the consumer has evolved significantly over time from beginning with the understanding of the consumer as a simple buyer and then changing towards a waste producer and later as the end-user of natural resources and has now found consensus around the idea of the “citizen consumer”. Dr. Ko explained that the idea of the citizen consumer incorporates a sense of social responsibility. She went on to explain that there are five factors that influence consumerism towards sustainable consumption: money value, basic needs, eco-efficiency, social justice, and sustainability; and it was suggested that the most important thing is creating a balance between these factors.

Dr. Myung Hee Ko went on to explain a series of case studies on good practice in Korea. First was the Energy Efficiency Campaign and Energy Winner Award. This campaign aims to promote and reward the production of energy efficient goods and appliances. This program has run for thirteen years, and Dr. Ko explained that during this period the number of energy efficient has grown from very few to a very substantial number. Dr. Ko went on to explain that this has actually resulted in a challenge for consumers because now they find it difficult to differentiate between various products to know which one is better in regards to its environmental friendliness. Dr. Ko presented another challenge in the fact that big companies have made the switch to high energy efficiency but that small companies are finding

it hard to participate because they do not have the ability to fund research and development and technological upgrading. The final goal of this campaign is to directly promote a change of consumer behaviour which can be judged as being successful because as this campaign supported the expansion of an energy efficient market, it has also resulted in a greater consumer uptake of these products.

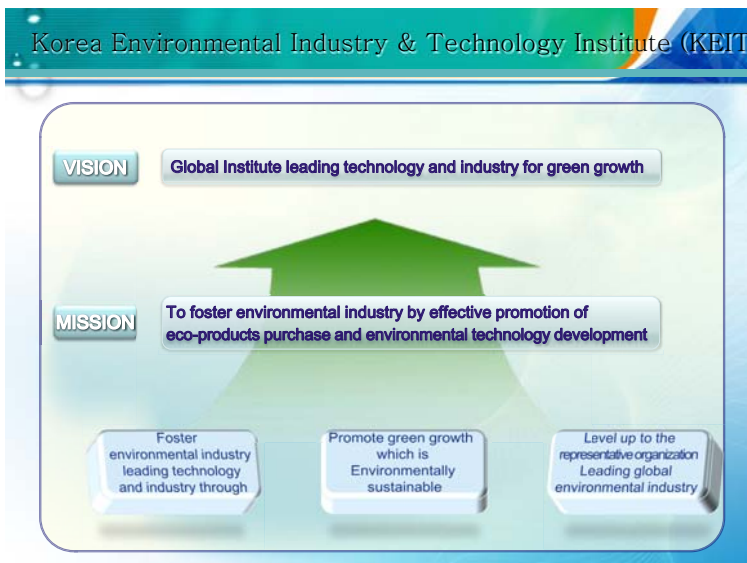
The second case that Dr. Myung Hee Ko presented was in regards to information provision for Safety Choice. This work is based on testing and certifying the safety for consumer health of food products. The approach is taken that the food must not only be safe for human consumption directly, but must also be produced in an environmentally safe manner. By ensuring this safety and providing guaranteed information to the consumers, Dr. Ko explained that Consumers Korea is directly influencing consumer behaviour towards safer (both in regards to human health and the environment) consumption. A third similar case study that Dr. Ko presented was the information provision for Efficient Choice which ranks products and identifies best choices in given categories based on economic efficiency, environmental efficiency, and safety. Consumers Korea carries out extensive testing and then publicly releases the findings. Dr. Ko also explained that one of the key challenges of this process is that the testing can be lengthy and expensive.

Dr. Myung Hee Ko presented a final good practice case, the Youth Leadership Training Camp established by Consumers Korea. This camp brings together teenage participants from across the globe to experience Sustainable Consumption lifestyles, to share information on sustainable consumption, and to build youth networks. Dr. Ko explained that the outcome of this training camp is that youth can recognise the global impacts of their consumption behaviours. Dr. Ko provided one example of an activity students participate in. They have the students open their pencil box and make a list of what is in it, after which they have to investigate where the products come from and who made them. Students become aware of the production process and understand that much energy and efforts have gone into these basic personal items. Consumers Korea has also provided a web-based network for participants to continue to interact, stay in contact and stay informed through after the camp. However, Dr. Ko also explained that this camp has faced some serious financial challenges and because so was not able to run last year. She further explained that one of the major issues is that many parents do not see this type of camp as beneficial for their teenage student's progression towards college, and that an important step forward would be create incentive links to formal education.



**목차**

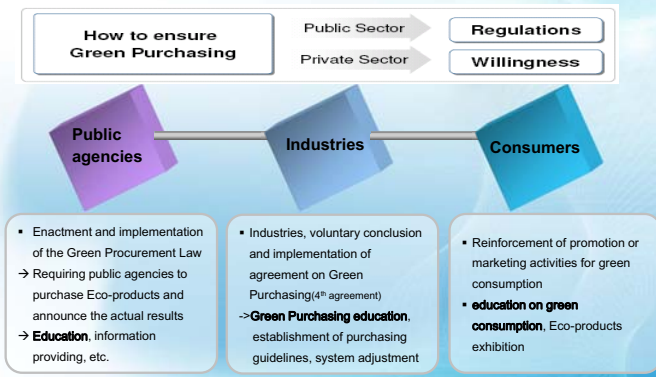
- I Korea Environmental Industry & Technology Institute (KEITI)**
- II ESC in public sector**
- III ESC in private sector**
- IV Strategies to activate SC/ESC**



- I Overview of ESC in Rep. of Korea**

## Overview of Sustainable Consumption

- Building infrastructure and strengthening support to enable various economic subjects to purchase Eco-products, e.g., production, distribution, and consumption of Eco-products



## Overview of Sustainable Consumption

<b>Goal</b>	Achieve green growth by establishing and disseminating a culture of green consumption and production	
<b>Direction</b>	<ul style="list-style-type: none"> <li>Establish measures to promote green purchasing among each economic entity</li> <li>Shift focus from green production to green consumption</li> <li>Nurturing future-oriented, low-carbon green product industries</li> <li>Strengthening communication and cooperation among stakeholders in green consumption</li> </ul>	
<b>Strategy</b>	<b>1. Promoting and disseminating a consumer culture of green living</b> <ul style="list-style-type: none"> <li>Lay a foundation for public organizations to make green purchases</li> <li>Create a green purchase infrastructure for industry</li> <li>Operate a green living support center</li> <li>Organize public campaigns about low-carbon green consumption</li> </ul>	<b>2. Establishing the foundation for green distribution</b> <ul style="list-style-type: none"> <li>Build infrastructure for eco-friendly stores</li> <li>Operate E-Markets</li> <li>Build a CRM system</li> <li>Nurture eco-friendly interiors renovation/remodeling companies</li> </ul>
	<b>3. Nurturing low-carbon green product industries</b> <ul style="list-style-type: none"> <li>Expand scope of low-carbon E-Mark product items</li> <li>Enforce requirements of low-carbon labeling and certification system</li> <li>Strengthen support for R&amp;D related to low-carbon green products</li> <li>Lay the foundation for nurturing green product companies</li> </ul>	<b>4. Branding the green growth policy model</b> <ul style="list-style-type: none"> <li>Establish green production and consumption action plans</li> <li>Participate in international exchange and cooperation to share achievements in public sector's green purchase system</li> <li>Strengthen our country's international leadership in green policy</li> </ul>

## II ESC in public sector

1. Overview of the Project
2. Policies & mechanism of green consumption
3. Supporting Program for Green Production
4. Pilot Project
5. Strategies to activate green consumption

## Promotion of SC/ESC in public sector

### Green Procurement Law

\* Enforced since 2005

- Purpose** Contributing to Sustainable Development by promoting Consumption and production of eco-products
- Contents**
  - Article 6 : Obligation of Public Buyers
  - Article 8 : Green Purchasing Annual Plan
  - Article 9 : Announcement of GP Achievement
  - Article 15 : Establishment of Eco-Products Institute
  - Article 18 : Distribution of Eco-Products



## Promotion of SC/ESC in public sector

### GP Action Plan (2006~2010)

#### Target

#### Expansion of Green Market

Indicator	2004	2007	2010
Green Markets	\$32 bil	\$100 bil	\$ 160 bil
V.A Companies	30	100	200

#### Public Sector Implementation

Indicator	2004	2007	2010
GP Ratio	31%	60%	80%
GP Amount	\$0.26 bil	\$0.9 bil	\$1.4 bil

#### Agenda

- Public Sector Participation
- Information Platform on Eco-Products
- Distribution Channel for Eco-Products
- Global Partnership

## Promotion of SC/ESC in public sector

### E-procurement system

- Special shop for eco-products
- Providing detailed information on eco-products

The screenshot shows a web-based procurement system. On the left, there are navigation menus. The main area displays a list of products with columns for item name, price, and quantity. Three callout boxes highlight specific product categories: 'Korea Eco-Label product', 'Recycled product', and 'Good Recycled product'. At the bottom right, a button labeled 'Special Shop for Eco-products' is visible.

## Promotion of SC/ESC in public sector

### ECOI : total eco-products information system

→ [www.ecoi.go.kr](http://www.ecoi.go.kr)

- E-market for eco-products
- Providing detailed information on eco-products

The screenshot shows the homepage of the ECOI system. It features a search bar at the top, navigation tabs, and several content blocks including '신기술/대기업' (New Technology/Big Companies), '인기검색어' (Popular Search Terms), and '수천상품' (Thousands of Products). The interface is designed to provide comprehensive information and facilitate the purchase of eco-products.

## Promotion of SC/ESC in public sector

### E-catalog of eco-products

The screenshot shows a digital catalog of eco-products. It features a grid of product images, each with a circular inset showing a close-up of the product. The layout is clean and modern, with a focus on visual presentation of the eco-friendly items.

### 3. Promotion of GP in public sector

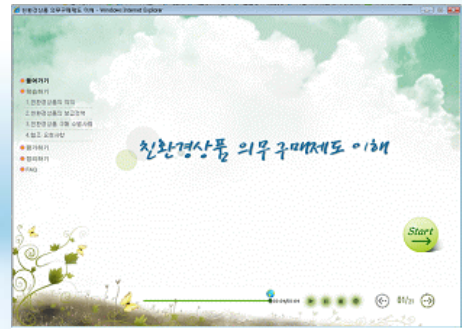
#### Education and public relations in public sector

- Lecturing tours for procurement officers
  - For the purpose of dissemination of eco-procurement, education on eco-procurement has been in progress.
  - Since 2005, lecturing tour has been in action all over the country by MoE and the KOECO jointly
- Publicity work through new-letter service
  - To publicize the Green Procurement Law
  - To publicize the gov't policy regarding green procurement
  - To offer information on Eco-products



### 3. Promotion of GP in public sector

- Educational video clip for procurement officers



### III ESC in private sector

### Promotion of SC/ESC in industrial sector

#### Green Purchasing Voluntary Agreement

- To promote green purchasing practices in the industrial sector, the MOE made a voluntary agreement with 103 large-scale companies



[1st Agreement (Sept. '05)]



[2nd Agreement (Dec. '06)]



[3rd Agreement (Jun. '07)]



[4th Agreement (Nov. '07)]

## Promotion of SC/ESC in industrial sector

### Role of the related entities

#### Participation company

- consolidate inner-regulation for activating green purchasing
- establish purchasing plan as eco-products & evaluate and announce the purchasing performance
- have staff education on green purchasing**
- build up Eco-SCM
- develop, manufacture, and sell the eco-products
- disseminate green purchasing to upstream company

#### Government

- provide the information on eco-products
- map out the environmental policy on green purchasing
- seek publicity on purchasing performance
- give official commendation to company with excellent results

#### Company & Gov't

- hold the **campaign to disseminate sustainable a green purchasing-oriented consumption culture**
- organize and manage the steering committee to observe the voluntary agreement

## Promotion of SC/ESC in industrial sector

- Development of Green Purchasing guidelines: Providing Green Purchasing standards and implementation process; examples of implementing agreements



[Green Purchasing guidelines]



[Publication of Green Purchasing promotion activities]

## Promotion of SC/ESC to general citizen

### Green Consumer Education

- General green consumer education with NGOs
- Training course for green lecture

### Eco-Products Retail Shops

- 372 Eco-Shops Opened in Marketplaces in 2007
- Providing Eco-Retail Guidelines (MOE)



## Promotion of SC/ESC to general citizen

### Electronic Market place (<http://shop.ecoi.go.kr>)

- Contract between KEITI and Private Investor (2007)
- BTO Profit Allocation Contract
- Expected Annual Turnover in 2012 : 260 Million USD

### Eco-Products Exhibition

- 2007. 11.15~18 / COEX
- 111 Companies / 18,486 Visitors
- Green Festival, Consumer Seminar, etc





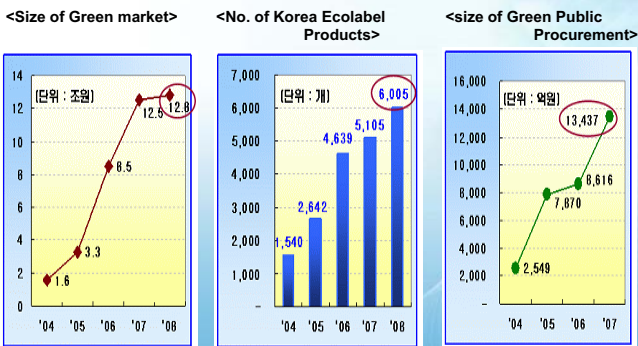
## Promotion of SC/ESC to general citizen

### Public Relations



## IV Strategies to activate SC/ESC

## Changes in Korea



## Strategies to activate SC

### Agenda 1 Improve quality/function

Strict monitoring of quality and illegal use

### Agenda 2 Improve price competitiveness

Reduction in VAT / coporation tax => Green tax reform

### Agenda 3 Information on eco-products & distribution channel

Easily access to eco-products



## Strategies to SC

### Agenda 4 Raising Consumers' Awareness

#### Eco-Product exhibition

- Joint host with other countries or organization



#### Green Marketing

- Green Retailers' Campaign (2009)
- Eco-Wedding Campaign (2009)



#### Education

- Public : policy & law
- Student : from the early stage



\* Under Planning



Thank you for your attention !

IM, HYUN-JUNG

[hjim@keiti.re.kr](mailto:hjim@keiti.re.kr)

# Education for Sustainable Consumption

17 July, 2009

Ko, Myunghee Ph.D.  
Moon, Eunsook Ph.D.



1

## Table of Contents



### 1. Consumer Perspective Towards SC

#### 1. ESC Cases

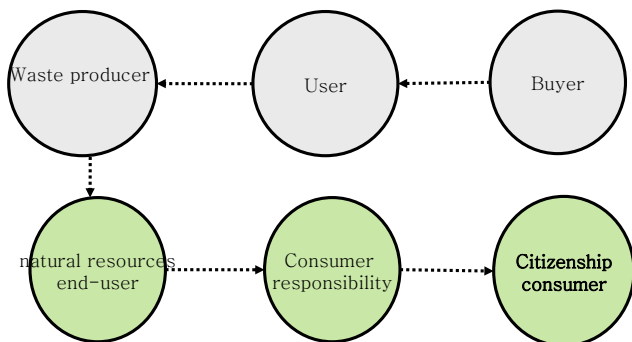
##### - Providing Information Activities

Consumption Campaign

Safety Information for Consumer Choice

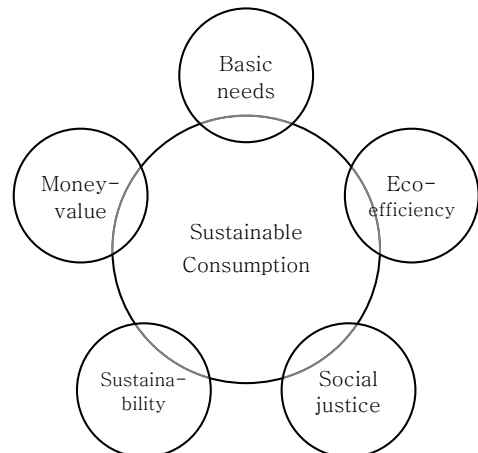
##### - Youth Leadership Training Camp

## Evolution of Consumer Concept



3

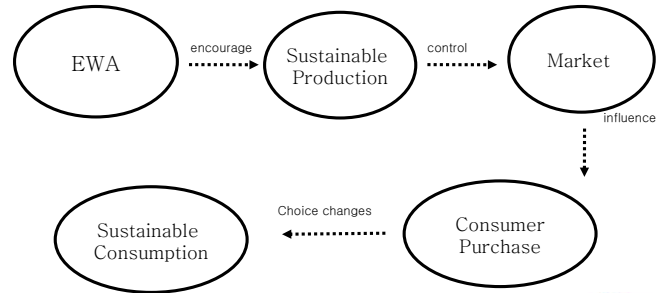
## Consumerism in SC



4

## Consumption Campaign Energy Winner Award

### ESC Cases



11th Anniversary of Energy Winner Award

에너지위너상  
2008 CONSUMERS' CHOICE

소비자시민모임이  
선정한 최고의  
에너지효율 제품은?

제11회 올해의 에너지위너상 수상 제품 및 활동

에너지효율 향상을 위한 소비자단체의 노력과 소비자들의 적극적인 참여로 에너지효율 제품을 생산하는 기업들이 늘고 있다. 그러나 소비자들은 에너지효율 제품을 구매할 때 소비자들이 가장 중요하게 생각하는 요소는 무엇인가? 소비자들은 에너지효율 제품을 구매할 때 소비자들이 가장 중요하게 생각하는 요소는 무엇인가? 소비자들은 에너지효율 제품을 구매할 때 소비자들이 가장 중요하게 생각하는 요소는 무엇인가?

에너지위너상 수상 제품 및 활동

에너지위너상 수상 제품 및 활동

에너지위너상 수상 제품 및 활동

### Consumption Campaign Challenges

- Need of diverse & more numbers of companies' participation;
- A lack of awareness of the high energy efficiency products in the market, and;
- Differentiation from commercial certificated products

## Information for Safety Choice Livestock farming Brand Award

### Food Safety Standard Conditions

- 1) Consumer health and
- 2) Environmental safety

### Criteria

- 1) Antibiotics
- 2) Feed
- 3) Sanitation
- 4) Taste
- 5) Price
- 6) Others



## Information Process for Efficient Choice [Sobijareport.org](http://Sobijareport.org)

### Step 1: Information for Best Choice

- Economic efficiency
- Environment efficiency
- Safety

### Step 2: Product Tests

### Step 3: Information Dissemination



## Challenge of Safety & Efficiency Information for Consumer Choice

## Youth Leadership Training Camp Eco-Leadership Camp

- Financial perspectives – High testing cost
- Private companies' negative attitudes when their own products are not on the list of safety & efficiency test with a high mark.

### Participant

13-19 yrs

### Object

- 1) Experiencing SC lifestyle
- 2) Sharing SC information and experiences
- 3) Building youth global networks



4th Global Youth Eco-leadership Camp

LINEP YouthXchange : National & Global Level

Sustainable Agriculture and Pesticide

"Consuming in the 21st century - will youth be the power of change?"

소셜미디어 참여하는 초록시원

## Youth Leadership Training Camp Difficulties

- 1) Fund raising
- 2) Recruiting targeting group
- 3) Cooperation with formal education sector regarding school programmes



Thank you for your attention

[www.consumerskorea.org](http://www.consumerskorea.org)

[www.sobjareport.org](http://www.sobjareport.org)

**SESSION 5**  
**17<sup>TH</sup> JULY 2009, 11:15-12:35**

---

**NATIONAL EDUCATION FOR SUSTAINABLE CONSUMPTION (ESC) POLICY AND ITS  
IMPLEMENTATION IN CHINA**

**Chairman:** Mr. Joel Bacha, UNESCO

*The Current Situation of Sustainable Consumption in China*

Presentation, Administrative Office, Ministry of Environmental Protection of China,

Mr. Yanping Chen & Ms. Helen J. W. Guo

*The Sustainable Consumption of Green Schools in China:*

*A Case Study on the Campus Environmental Management Project in Green Schools*

Presentation, Center for Environmental Education & Communication, Ministry of Environmental Protection of China, Dr. Ke Yang

This session began with the Chairman, Mr. Joel Bacha, introducing Mr. Yanping Chen to the participants of the workshop. On behalf of herself and Mr. Yanping Chen, Ms. Helen J. W. Guo began their presentation of the structure of national ESC policy in China. Ms. Guo explained that in the strictest sense sustainable consumption policy was first launched in China in 1993 following on the mandate of the Rio Earth Summit and *Agenda 21*. The China Environmental Labelling program started fifteen years ago. Ms. Guo went on to explain that the introduction of ideas on SCP has been gradual in China, but also that the work of the government has helped to promote the establishment of the green market in China.

Ms. Helen J. W. Guo went on to detail the key points of development regarding the state policy in China for Sustainable Consumption. Furthermore, she detailed the sustainable development philosophy in China, and how it grounds the government's policy initiatives. China focuses on a scientific development view that aims to promote energy and resource conservation/saving and to protect the natural environment. At the same time, the development work should promote a well-off society that meets the needs of substance, spirit and ecology of human society. Ms. Guo explained that the government's approach is holistic in nature and considers four main factors in the implementation of sustainable consumption:

- Chinese government proposes a full-range scientific development view;
- Consumption views/consumer behaviour of the Chinese people are changing;

- The income level of the Chinese population is improving and the market structure is being upgraded;
- And, Sustainable consumption theories are being researched in depth in China and green public procurement is being practised.

The core objective of scientific development, Ms. Guo explained, is to promote a harmonious, holistic pattern of development that incorporates diverse sectors. Ms. Helen J. W. Guo continued with a detailed introduction of Sustainable Consumption Policy in China. She explained that the *Law of P.R.C. on Government Procurement (2002)* is the basis for all policy. The government has enacted a programme of Green Public Procurement that has had an important affect on increasing the production of eco-products and their overall market shares. In regards to consumer education for sustainable consumption, the main work of the government has been the establishment and promotion of the China Environmental Labelling programme. Ms. Guo explained that the standards of this programme strictly follow the ISO regulations. As the China Environmental Labelling has grown and established, it has led to an annual doubling of available green products. There are currently seventy-two different product categories in the programme. Almost two thousand organisations/companies have applied for eco-labels, and now more than forty thousand products are included. Ms. Guo concluded by explaining the importance of image on the Environmental Label itself as a reminder to the Chinese people that they must make a united effort to protect the environment in which human-beings live.

Dr. Yang Ke provided the second presentation of this session based on the good practice of the Green Schools in China and the work on campus environmental management project to ensure sustainable consumption patterns. Dr. Ke clarified that in green schools the important topics are waste reduction and recycling, but that this also relates directly to issues of sustainable consumption. Dr. Ke provided a concise introduction of the historical development and promotion of SCP, and she went on to explain how this has been incorporated in the Chinese government's policies and into the educational sector in China. However, Dr. Ke also recognised that there are many definitions regarding SCP and ESC which leads to confusion regarding the concepts and hinders practice.

Dr. Yang Ke explained that in regards to ESC, young people are considered to be a crucial target audience. Sustainable Development, Sustainable Consumption and Environmental Education are all regarded as important areas to be included in educational curriculums and school agendas. Dr. Ke went on to explain how the project for campus environmental management provides practical outcomes for energy and waste reductions and sustainable consumption, and that it also provides important educational opportunities for inspiring students through practice. Incorporating these activities into not only the curriculum but also the schools general management provides greater opportunities for reinforcing these behaviours in the students. The project was piloted between 2003 and 2005 in thirty-four schools. Currently, over seven hundred schools have been awarded the green school label. Dr. Ke stated that schools, even after the awarding of the label, receive training on the implementation of the campus environmental management projects and teacher training in regards to integrating sustainable development and sustainable consumption into the curriculum.



Dr. Yang Ke went on to explain that these projects are based on a model of interlinking the three Win's of the CEMP model: the economy, the environment, and good management. Dr. Ke also detailed several of the practical initiatives that are being supported such as waste treatment and water saving programmes. In these projects, there is a strong educational focus based on encouraging student participation. These projects have resulted in significant economic benefits for the participating schools in terms of reductions in consumption of electricity, water, paper and fuel. Dr. Ke explained that these savings can have a significant impact on the future expansion of environmental management initiatives because very few schools have available capital to make initial investments into these projects.

Dr. Yang Ke continued by acknowledging scope for greater links between green schools and consumer education projects. She specifically identified the UNESCO-sponsored *Youth X-Change guide* (translated into Chinese by CEEC), LOHAS for Youth project, the Recycling of Text Books project as important examples of drawing these activities across formal and informal education sectors. Dr. Ke also acknowledged that there are important opportunities to work with NGO's and to expand the promotion of ESC into the public sphere. Progressing forward from lessons learned, Dr. Yang Ke suggested that the seven steps identified for eco-schools could also be applied for Consumer ESC:

- STEP 1 – Eco-Schools Committee
- STEP 2 – Environmental Review
- STEP 3 – Action Plan
- STEP 4 – Monitoring and Evaluation
- STEP 5 – Curriculum Linking
- STEP 6 – Involving the Wider Community
- STEP 7 – Eco-Code


In conclusion, Dr. Ke explained that we must consider the private and public factors in consumption overlap, with the individual concerns focussing on personal preference, economic value, habitual patterns, and emotional desires, while the public pressure is formed social, moral, and cultural conditioning and environmental constraints. Finally, Dr. Ke put forth that we must consider the power consumerism and marketing plays in driving consumption patterns, and that we must also consider the impacts of losing much of our cultural heritage and traditional practices through the process of market globalisation.

# The Current Situation of Sustainable Consumption in China

Ministry of Environmental Protection, P.R. China



## Contents

- 
- 1 Background of Sustainable Consumption in China
  - 2 Framework of Sustainable Consumption Policies
  - 3 Main Body of Sustainable Consumption in China
  - 4 Tools for Promotion of Sustainable Consumption by Chinese Government

## Contents

- 
- 1 Background of Sustainable Consumption in China
  - 2 Framework of Sustainable Consumption Policies
  - 3 Main Body of Sustainable Consumption in China
  - 4 Tools for Promotion of Sustainable Consumption by Chinese Government

## Definition

**Sustainable consumption** means moderate and green consumption within the scope of the carrying capacity of resources and environment on the premise that it suits economic development level and consumers income level.

**Sustainable consumption** is the optimization consumption which saves resources and produces least wastes.

**Sustainable consumption** starts from meeting the growing needs of people's substance and culture, and aims at improving people's living conditions and realizing full development.

## Concept of Sustainable Consumption in China

- ❖ **The Sustainable Consumption** in China focuses on scientific development view, aims at saving energy and resources and protecting ecological environment. It meets the requirements of constructing a well-off society, complies with economic rules, social rules and natural rules, and realizes economic growth, social advancement and consumers benefits as well as the benefits of their offspring. It meets the needs of substance, spirit and ecology of humans.

## Background of Implementation of Sustainable Consumption in China

▪ Chinese government Proposes full-range scientific development view.

▪ Consumption view of Chinese people is changing.

Sustainable Consumption In China

▪ Income level of Chinese residents is improved and consumption structure is upgraded.

▪ Sustainable consumption theories is researched deeply in China and green public procurement is practiced.

## Contents

- 1 Background of Sustainable Consumption in China
- 2 Framework of Sustainable Consumption Policies
- 3 Main Body of Sustainable Consumption in China
- 4 Tools for Promotion of Sustainable Consumption by Chinese Government

## Framework of Sustainable Consumption Policies in China



## Law Policies

- In 2002, Chinese government released **Law of P.R.C. on Government Procurement**.
- In 2003, The State Council released **Opinions on Promotion of Clean Production**.
- In 2003, the State Environmental Protection Administration released **Notice of relevant issues on China Environmental Labelling Certification**.
- In 2004, the **Method on the Management of Energy Efficiency Marks** was released.
- In 2004, the State Council released the **State Council's Several Opinions on Promoting the Circular Economy Development**.

## Decretive Policies

- In 2006, the Ministry of Finance and the Ministry of Environmental Protection released **Suggestions on the Implementation of Government Procurement of Environmental Labeling Products and the Inventory of Environment labeling Products for Government Procurement**.
- In 2007, the **Law on Energy Conservation of People's Republic of China** was amended, and a series of policies were issued, such as **Managing Rules of Recycling and Treatment of Waste Household Electronic Appliance and Electronic Products, Techniques and Policies of Preventing the Pollution of Waste Electronics, Managing Method of Electronics and IT Products, Stop of Over packaging, Notice of Restricting the Production and Sales of Plastic Shopping Bags, and Managing Rules of Payment of Plastic Shopping Bags in Retail Stores**.

## Economic Policies

- **The Law on Income Tax of the Enterprises in P.R. China**
- **Opinions on Economic Policies of Developing Urban Public Transportation First**
- **Green Credit, Green Insurance, Green securities**

## Information Policies

- In 1999, the Ministry of Commerce started "Three Greens Project", i.e., "promoting green consumption, cultivating green market, open green passage". It is mainly to guide consumption idea, change consumption habits, guarantee consumption security, provide consumption convenience, lead consumption fashion and enrich consumption choices.

## Information Policies

- The Work Commission of Waste Electronics Comprehensive Use of the China Electronic Energy-saving Association initiated "China Green E Action", which promotes green industry, green consumption and green recycling. Through a series of activities, it provides support for the release of relevant laws, techniques, criteria and rules, explores the model of recycling and treatment of waste electronics which suits China national situation, and promotes green recycling ideal among consumers.

## Contents



## Three Main Bodies of Sustainable Consumption in China



- Restriction by policy support and institutions
- Guidance and demonstration of sustainable consumption
- Function in areas where enterprises and society cannot operate efficiently

- Sustainable production by focusing on environmental protection and techniques
- Further promote reasonable circular use and treatment wastes
- Improvement of efficiency of resource use and Reduction of the emission of pollutants

- Choosing sustainable products and services
- Adopting sustainable consumption styles
- Reducing environmental burden of daily life

## Contents



## Tools for Implementation of Sustainable Consumption

1

China Environmental Labeling Program

2

Public Green Procurement Systems

## Concept and Background of Green Public Procurement

### ❖ Green Public Procurement

The activities where, based on the consideration of the whole life-cycle of the products, government selects the products and services with minimum threat to human health, minimum resource consumption and adverse impacts on the environment when it procures goods, services and technologies, which encourages the development & production and environment-friendly products and services, optimizes industrial and economic structure, promotes economic sustainable development and guides sustainable consumption by the whole society.

### ❖ The effects of Green Public Procurement

1

Green Public Procurement system has government a model function and may be an important means for regulating macro economy and promoting structural adjustment of industries and products.

2

Green Public Procurement can raise public environmental awareness and accelerate the development of green consumption market.

3

Green Public Procurement can improve corporate environmental awareness, facilitate and promote enterprises to strengthen and improve environmental management and is conducive to the implementation of sustainable production strategy

## Policy framework and procedures

❖ China has introduced the very effective practice of many developed countries, i.e. the development of some compulsory regulations or policies to promote green market in initial implementation period of green procurement.

2008年  
•Circular Economy Promotion Law of the People's Republic of China stipulates that in government procurement, governments shall give the priority to the procurement of products conducive to environmental protection.

2007年  
•Opinion on the Implementing of Governmental Procurement of Environmental Labeling Products  
•Emended the law on energy conservation of People's Republic of China

2006年  
•Suggestions on the Implementation of Government Procurement of Environmental Labeling Products  
•Published the Inventory of Environment labeling Products for Government Procurement

2005年  
• Several Opinions of the State Council on Accelerating the Development of Circular Economy  
• Decision of the State Council on the Implementation of the Outlook on Scientific Development and Strengthening Environmental Protection

2004年  
• Issued the opinion on the Implementation of Government Procurement of Energy Saving Products  
• Published the Inventory of Energy Saving Products for Government Procurement

2003年  
• Issued "The opinion on the Acceleration of Carrying Out Clean Production"

2002年  
• Promulgated the Law of the People's Republic of China on Government Procurement

## Scope of Green Public Procurement in China

### ❖ Main propellants of GPP in China

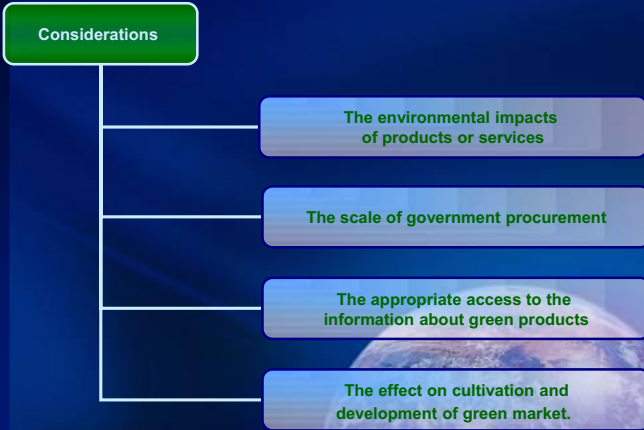
- National development and reform commission (NDRC)
- Ministry of Finance
- Ministry of Environmental Protection (former SEPA)

### ❖ Main types of products in GPP of China

- Office Consumables, Cleaning Products, IT Equipment,
- Office Equipment, Vehicles And Building Materials, Etc.



## Considerations of Identifying the priority procurement areas



## Procedures of Green Public Procurement in China



## Procedures of Green Public Procurement in China



Explain energy saving or environmental protection requirement for the product, product qualifications or review standard for prioritized procurement.

## Procedures of Green Public Procurement in China



Use many methods including comprehensive rating method to firstly select ESP products or ELP products

## Standard of Green Public Procurement in China

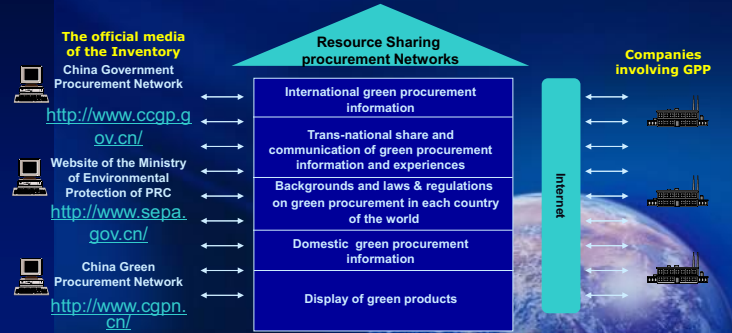
### ❖ China Environment Label has been adopted as the requirement for GPP

- China Environment Label Standard meets the quality requirements for the procurement products.
- The development of China Environment Label Standard is based on the assessment of life cycle of the product
- The Standards are fully reflects the concerns of all stakeholders such as government departments, groups, consumers, producers, marketers and environmental organizations



## Supporting means of GPP in China

- ❖ The development of information network to ensure timely delivery of green procurement information is the prerequisite for green procurement.



## Meaning



Sun

Hill

Water

Ring

China environmental labeling is composed of sun, verdant hill and water in the center. It is circled with ten rings. The central configuration symbolizes the environment in which human beings live, the surrounding ten rings are closely interwoven, indicating that the public participate in environmental protection. Meanwhile, the Chinese character for "ring" is the same as the first Chinese character for "environment", representing that all the people make a united efforts to protect the environment in which human-beings live.

27

## Function

China Environmental Labelling

Considers government participation as the main body and builds a green bridge between the government and consumers.

Guides enterprises, consumers to choose and recognize green products and to carry out sustainable consumption

Provides ways for enterprises and The public to participate in environmental protection.

- To develop China Green Economics
- To Guide China Green Consumption
- To Promote Harmony Development of Environment and Economics
- To Construct Environmentally Friendly Society



## The tenet

1

The overall goal of the state Environmental Protection, take full advantage of this market instruments to promote economic and social sustainable development, promote the improvement of environmental quality in China

2

Putting people first ,enhance public health protection, and guide scientific consumption, and green consumption.

3

Provide for public participation in environmental protection ways for environmental labeling products link public and the strategy of sustainable development, and promote sustainable consumption, and promoting the development of recycle economy.

## The priority product category

I

International protocol

II

Recycled and reused material

III

Improve local environmental quality

IV

Improve indoor environmental quality

V

Human health protection

VI

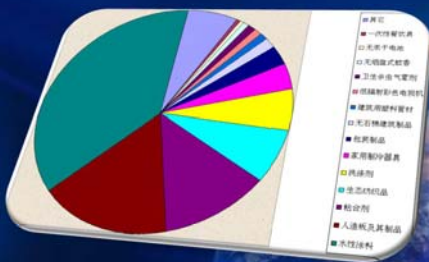
Improve resources and energy using efficiency

VII

Improve energy-saving and GHG effect reduction

## The certified product category

❖ 72 categories including textile, auto, construction material, light-industry products;



## Outcome of China Environmental Labelling

•More than 1900 corporations and more than 40,000 types of products have gained the China Environmental Labeling.

Total production value of the products with China Environmental Labeling is more than 200,000,000,000.

•72 groups of products including construction materials, textiles, auto cars, commodities, electric appliance, and packaging products have been awarded China Environmental Labelling.

•China Environmental Labeling Criteria is one of the standards for the *Governmental Procurement List of Environmental Labeling Products*

# Thank You !

Yanping CHEN  
ypchen@mep.gov.cn





**THE SUSTAINABLE CONSUMPTION OF GREEN  
SCHOOLS IN CHINA**  
— — **A Case Study on the Campus  
Environmental Management Project in  
Green School**

**Yang Ke**

Center for Environmental Education and  
Communications, Ministry of  
Environmental Protection, CHINA

## Content

- **I. Sustainable Consumption and School Education**
- **II. The background and significance of the practice of energy-saving and pollutants emission reduction in school campus**
- **III. Case study on the campus environmental management project**
- **IV. Consumer Education Projects**
- **V. Suggestions on the Promotion of the Education of Sustainable Consumption in Public.**

## Abstract

- This paper is focused on how to implement sustainable consumption to young people, especially at school level, and used campus environmental management project as a case to analyze and discuss this issue.

## **I. Sustainable Consumption and School Education**

- Origins of Sustainable Consumption
- Meetings and Seminars on Sustainable Consumption
- Definition of Sustainable consumption
- The new concepts and strategies of development set forward by the Chinese government
- Importance of education for sustainable consumption



## Origins of Sustainable Consumption

- Earth Summit in Rio de Janeiro and Agenda 21 in 1992
- All the country should promote the construction of the sustainable consumption pattern.



## Meetings and Seminars on Sustainable Consumption

- Symposium on Sustainable Consumption in Oslo, Norway in 1994;
- Workshop on Policy Measures for Changing Consumption Patterns Hosted in Seoul, Korea in 1995.
- “China Sustainable Production and Consumption Round Table” host by MEP China and UNEP in 2006.



## Definition of Sustainable consumption

- "[Sustainable production and consumption is] the use of goods and services that respond to basic needs and bring a better quality of life, while minimizing the use of natural resources, toxic materials and emissions of waste and pollutants over the life cycle, so as not to jeopardize the needs of future generations."

(Symposium: Sustainable Consumption. Oslo, Norway; 19-20 January 1994.)

- Finding workable solutions to imbalances – social and environmental – through more responsible behaviors from everyone.

(Youth X Change Project)



## Here new concepts and strategies of development set forward by the Chinese government

- Changing the development pattern into a sustainable one
- Establishing energy-saving and environmental friendly systems
- Low-carbon economy



## Importance of education for sustainable consumption

- Education for sustainable consumption is an important part for constructing energy-saving and environmental friendly systems in China.
- Young people are an important target group on the demand-side in this consumer society and play a determinant role in future consumption patterns.



## The background and significance of the practice of energy-saving and pollutants emission reduction in school campus

- Resource-saving and environmental-friendly society ( “two-oriented societies”)
- Green school construction has the special significance and the function
  - The Environmental Education is one of the necessary and effective ways to realize the environmental protection and the sustainable development.
  - Policies promoting EE in Schools.



## Resource-saving and environmental-friendly society

- Scientific development concept
  - resource-saving and environmental-friendly society
    - Adopt sustainable ways of production, life style and consumption
    - Establish harmonious relations between human and the environment.



## Green school construction has the special significance for young people

- Consisted with the foundation direction of resource-saving and environmental-friendly society
- Practicing the scientific development concept in a broader scope,
- Distributing the concept and information of sustainable development
- Giving vivid examples of how to integrate these concept in school and personal life.



### III. Case study on the campus environmental management project

- 1. Introduction of the project
- 2. The theoretical basis of the campus energy-saving & emission reduction practice - - campus environment management
  - (1) The aims of Campus environmental management
  - (2) The features of the Campus environmental management
- 3. The benefit of Campus environmental management
- 4. The environmental and economical benefits of campus environmental management project



### 1. Introduction of the project

- **Piloting stage:**  
September 2003-December 2005, CEMP , 34 schools from 5 provinces participate.
- **Promoting stage:**  
CEMP was promoted in all the 705 national award green schools. In 2006, 161 green schools; in 2007, 99 green schools, in 2008, 359 green schools

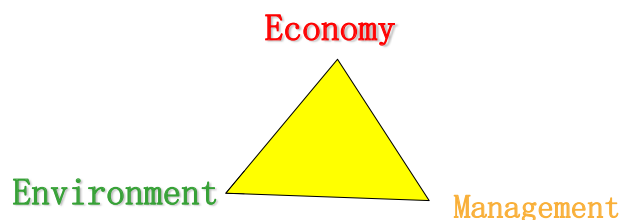


### 2. The theoretical basis of the campus energy-saving & emission reduction practice - - campus environment management

- (1) The aims of Campus environmental management
- (2) The features of the Campus environmental management



### Three WINS of CEMP!





## Recycling of CEMP



## Recycle waste water for flush and grassland



Water tank on the top of school building



a pump house



Roof solar heater in the affiliated high school of the Jiangsu



## Reuse

Use wasted tire as boundary of grassland



Lusuezhen Primary School





Water saving campaign in schools of CEMP



Children exchange books in the school of CEMP



Cloth tissue instead of paper tissue  
—No.1 kindergarten in Wuzhou, Guangxi



paper tissue saved per year: 4,770 roles  
Money saved per year: 5,724 RMB



Recycling Wastes





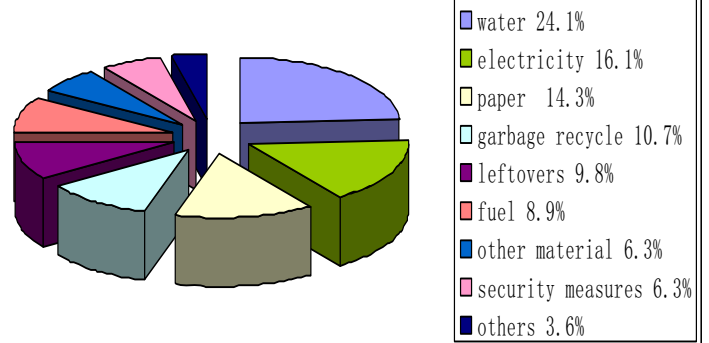


### 3. The benefit of Campus environmental management

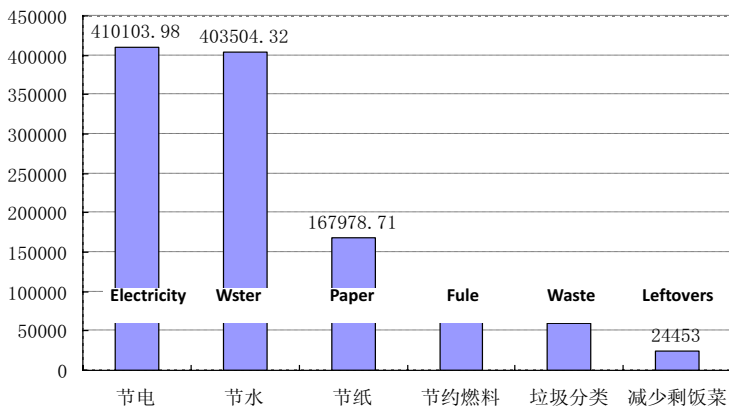
- environment benefit
- economic benefit
- educational benefit
- others



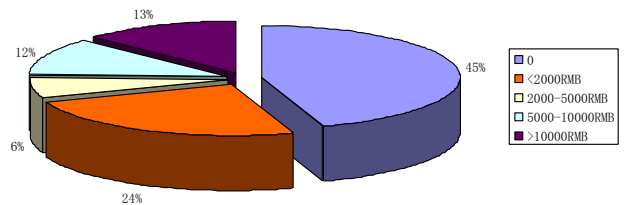
Classification for 112 Measures



Financial benefits (RMB) of the 78 project schools in 2006



Statistics of the investment on implementing mesures of the Campus Environment Management Project Pilot Schools in 2006





## IV. Consumer Education Projects

- 1. Distribution of Youth X Change Guidebook
- 2. LOHAS for youth
- 3. Recycling of textbooks in schools
- 4. Public Projects on Sustainable Consumption
- 5. NGO's role in education of sustainable consumption



## 1. Distribution of Youth X Change Guidebook



## 2. LOHAS for youth



## 3. Recycling of textbooks in schools





### 3. Recycling of textbooks in schools



### 4. Public Projects on Sustainable Consumption



### Collect Waste Oil in Kitchen



### 5. NGO's role in education of sustainable consumption





## 5. NGO' s role in education of sustainable consumption



## V. Suggestions on the Promotion of the Education of Sustainable Consumption in Public.

- Sustainable production and consumption are important mechanisms to implement sustainable development.
- education on sustainable consumption will be an effective way to influence Sustainable Development.



## V. Suggestions on the Promotion of the Education of Sustainable Consumption in Public

- **1. Strengthen policy on education on sustainable consumption**
- **2. Integrate education of sustainable consumption in the formal education system**
- **3. Public communication on sustainable consumption**
- **4. NGO' s role in education of sustainable consumption**
- **5. Integrate sustainable consumption into acknowledged national wide environmental education programmes such as green school, green community etc.**



## Eco-school Programme

### THE ECO-SCHOOLS 7 STEPS

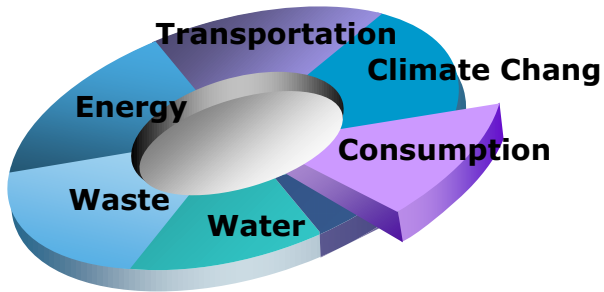
- STEP 1 Eco-Schools Committee
- STEP 2 Environmental Review
- STEP 3 Action Plan
- STEP 4 Monitoring and Evaluation
- STEP 5 Curriculum Linking
- STEP 6 Involving the Wider Community
- STEP 7 Eco-Code







## Themes in Eco-school Programme



Thinking and Discussing

### Two Aspects of Consumption

#### Private

- Personal
- Economical
- Habitual
- Emotional

#### Public

- Social
- Moral
- Cultural
- Environmental

### Education for Sustainable Consumption

#### Obstacles

- Marketing Economy System
- Social Evaluation System
- Free Trade
- Personal Right
- Lost tradition

#### Enemies

- Advertisement
- Allure
- Greed









## Left Hand and Right Hand

- |                  |               |
|------------------|---------------|
| • Productivity   | • Eco         |
| • Economy System | • Value       |
| • Globalization  | • Tradition   |
| • Marketing      | • Social fare |
| • Etc.....       | • Etc.....    |







## What's the difference?

### Hand made shoes

- 1 pair shoes/2 month/person
- =6 pair shoes/year/person
- =7,800,000,000/year

### Modern Shoes Production

- 10,000,000,000 pair shoes / year

## Overseas Reaction to China-made Small Commodities

ON September 16, 2004 a warehouse full of stock for a Chinese shoe shopping center in Elche, Spain was completely burnt down, causing 1 million Euros worth damage.

It is reported that Wenzhou shoes sell for just three-to-five euros in Elche – barely a sixth of the price of locally made footwear.

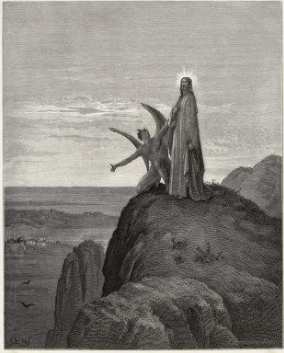


## Challenge to ESC

*How to Educate for Sustainability In an Unsustainable World?*



## Western Wisdom——Refuse the temptation



Once again, the devil took him to a very high mountain, and showed him all the kingdoms of the world in their glory. 'All these', he said, 'I will give you, if you will only fall down and do me homage.' But Jesus said, 'Begone, Satan! Scripture says, "You shall do homage to the Lord your God and worship him alone."' ——The Temptation by Satan  
Matthew, New Testament, Bible

## Eastern Wisdom——Benevolence



## Tradition Value

- 锄禾日当午
- 汗滴禾下土
- 谁知盘中餐
- 粒粒皆辛苦



- Work hard by hoe at midday
- Sweating the soil.
- Do you know that grains come from?
- It's due to the hard work of the farmers.

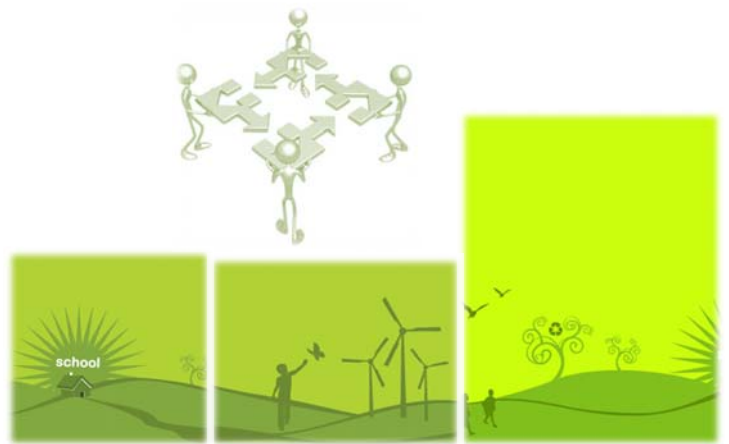
## Present Value



Where is the Way?



THANK YOU For YOUR Attention!



**SESSION 6**  
**17<sup>TH</sup> JULY 2009, 13:50-14:40**

---

**REGIONAL AND NATIONAL ESC CASES**

**Chairman:** Dr. Mee Young Choi, IGES

*Taking Action for Sustainable Lifestyles*

Presentation, UNEP-Paris, Ms. Morgan Stecker

*Green Campus Initiative in Korea*

Presentation, Green Campus Initiative, Prof. Eui Soon Shine

Ms. Morgan Stecker began this session with a brief introduction of the concept of sustainable lifestyles and consumption, supported by statistical figures. In particular, she emphasised that a sustainable lifestyle can be achieved both by personal changes and through policy decisions. To promote sustainable lifestyles, not only individuals' social responsibility but also their own needs are critical. Regarding policy decisions, she stressed the significance of the Marrakech Process for 10 Year Framework of Programme (10YFP) which will be evaluated next year in 2010. She also explained that this Marrakech Process for 10YFP was planned especially for sustainable consumption and production within the formal sector, and was to be intertwined with the United Nations Decade on Education for Sustainable Development (UNDESD). That is, the Marrakech Process for Sustainable Consumption and Production is to tackle the hardware part of the social system, whilst UNDESD is to reform the software of society education mechanisms. In doing so, diverse stakeholders' involvements and partnerships are needed, especially promoted by Consumer Citizenship Networks. Nevertheless, there are many challenges for Education for Consumption (ESC): ESC policies from formal education sectors, cohesive and innovative strategies for consumer education, promoting sustainable education institutions, creating pedagogical approaches and tools, multi-stakeholders' cooperation and further research & evaluation.

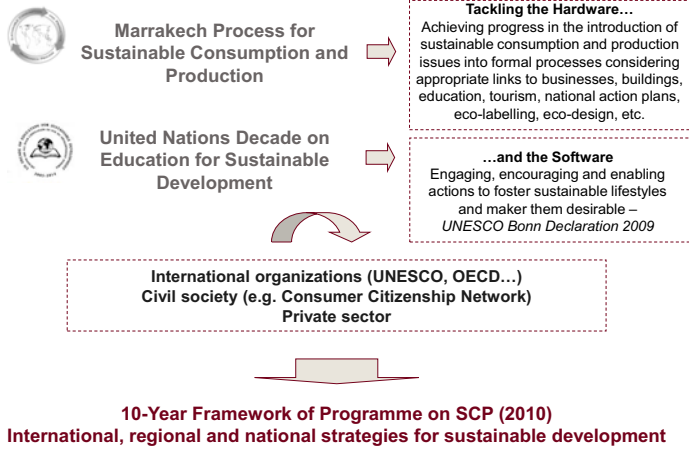
Prof. Eui-Soon Shin began his presentation with an introduction of the urgent climate change issues with some scientific figures. He also introduced the Korean government's high interest in education for green leadership in higher education. Within these two major national interests, the presidents of 28 Korean universities across the country gathered and launched the Green Campus Initiative (GCI) in May 2009. According to Prof. Edu-Soon Shin's explanation, Korean universities consume 14% of the institutional energy consumption. Therefore, GCI has been acknowledged in Korea as a critical green movement to contribute to building a Low-Carbon Society. GCI has significance in promoting formal educational sectors and local members via partnerships with elementary, middle & high schools and communities.

Prof. Edu-Soon Shi also introduced actual GCI cases in Korea and the rest of the world. For instance, he introduced the green activities of three Korean universities; Seoul National University, Koomin University and Sangji University. He also introduced two other American universities' cases; Harvard University and Minnesota University. He concluded by placing emphasis on the balance amongst three cohesive social factors consisting of a sustainability to build a Low-Carbon Society i.e. ecology, community and economy.





**+ Our framework for action:  
Policy-making for advancing sustainable societies**



**+ Educating towards sustainable lifestyles**



- **Responsible citizens and consumers**
- **Rational participation in the markets (social and environmental impacts)**
- **Awareness of fundamental rights and freedoms**
- **Participation in the public debate (values, quality of life, responsibility and accountability...)**
- **Knowledge, attitudes and skills necessary for functioning in today's society**



**+ HERE and NOW!  
Education for sustainable consumption  
Recommendations and Guidelines**



A publication from the United Nations Environment Programme and the Marrakech Task Force on Education for Sustainable Consumption led by Italy in collaboration with the United Nations Decade on Education for Sustainable Development and the Hedmark University College in Norway

**+ Strategies to fill in the gap...**

**Observation:** ESC is not a central topic in educational systems, nor a priority in national education policies

**What is needed?**

- ESC policies from primary schools to high schools
- Cohesiveness and innovation: beyond consumer / environmental education
  - Adaptation of teacher training
- Promotion of sustainable education institutions
- Creation of pedagogical approaches and tools
- Multi-stakeholder cooperation, especially at the local level
  - Research and evaluation

*A dynamic and adaptable process*



## + YouthXchange Programme



A UNEP/UNESCO programme

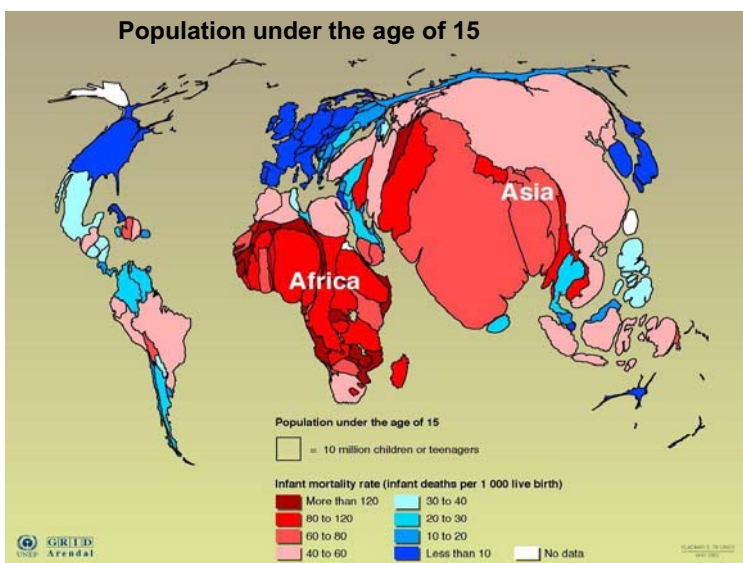
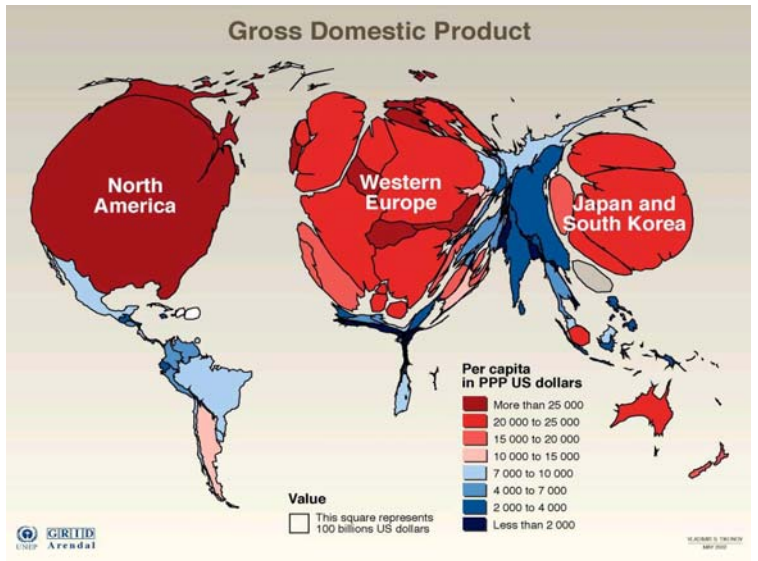
• Is the future yours? A survey on consumption patterns among young people (2000)

More than 1 billion people aged 15 to 24 years old

90% of those younger than 25 live in developing countries

These youth aspire to have the same lifestyles as those in developed countries

↓  
The youth paradox



## + YXC training kit on sustainable lifestyles

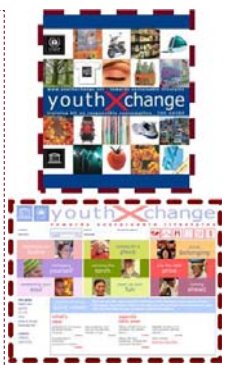
• A train-the-trainer toolkit associating a guide book and a website

> A working tool for educators and trainers to explain the challenges and opportunities of SD in a day to day life frame and to empower youth towards action

> Target: 15-25 global urban consumer class / future decision makers

> Aims to assist youth groups, NGOs and teachers to help raise awareness of SC in a fun, accurate and concrete way

> A training kit adapted in 19 countries and translated in 16 languages



<http://www.youthxchange.net>

30 local partners and 500 organizations A new culture of consumption





## + YXC in the region...

### In China with the Centre for Environmental Education and communications

- 199,000 copies of the guide in Chinese were distributed to CEEC/ SEPA and the centers for environment education at provincial level which are under provincial-level Environmental Protection Bureaus of 31 provinces/municipality cities.



### In Japan with Hakuhodo Corporation and Nippon Express...

- KidsXchange for students and for teachers - environmental education material for elementary school teachers and students
- distribution to 73 schools / 500 copies of Japanese YXC / 11 000 KXC / 11 millions copies of advertisement in National newspapers
- On KXC : Positive feedback from teachers and accrued interest from the Ministry of Education



### In Korea with Consumers Korea...

- International Eco-leadership Youth Camps - designed to raise awareness on environment to young people
- network of young actors of sustainable consumption
- Website : [www.youthXchange.org](http://www.youthXchange.org)
- educational programme for university students.



## + YXC in the region...

### In the Philippines with the Young Artists Fellowship for the Environment...

- 7-day bicycle tour in the province of Laguna reaching out to 20,000 people (Dec.2006)
- Developed the YouthXchange YouthXhibit poster campaign on sustainable lifestyles featuring known personalities, environmental and youth advocates, artists and social entrepreneurs to be launched in 2009 (Nov 2008)
- film series in schools on SCP reaching out to 1,500 youth
- Mass communication campaign on sustainable lifestyles reaching out to a broad public.

### In Sri Lanka with Mas Holdings and Gap Inc...

- Women Go Beyond: educate and empower their 92% female workforce
- Gap Go Beyond community outreach programme to empower women and youth
- self-designed projects by identifying existing problems and means to address the issue based on the learnings gained from YXC.
- reach 15,000 youth in 30 schools.



## + A stamp for Sustainable Lifestyles

- The French postal service "La Poste" and UNEP have partnered to publish a booklet of letter stamps (Carnet de dix) inspired by UNEP UNESCO YXC
- The stamps present 10 objects or aspects of our daily lives from different angles so as to make us think about our lifestyles.
- Answers and indications on what to do are in the back cover of the carnet which is designed to be a reusable reminder fitting in the wallet.



## + Global Survey on Sustainable Lifestyles

Explore →

- How do young adults (18-35) from different cultures perceive, picture and shape sustainable lifestyles?
- How can we build on their experience, creative ideas and values to implement policies and send messages on sustainability that are respectful of their reality and socio-cultural identities?




Produce →

- A cross-cultural report with recommendations on developing new solutions and on communicating on sustainable lifestyles
- New networks on sustainable lifestyles
- An original approach replicable in many countries
- A greater visibility of the Marrakech Process on Sustainable Consumption and Production


## + Stimulating scenarios for sustainability

9 sustainable scenarios


**MOBILITY**




**FOOD**



**HOUSE KEEPING**

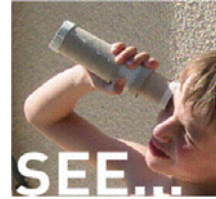


1-minute videos with subtitles in all languages



**Vegetable Bag Subscription**  
A solution to do easy and convenient shopping with local farmers

## + GSSL Side Projects



### 1. SEE - Sustainable Everyday Explorations

■ A building scenario exercise among design students worldwide to collect their ideas for sustainable lifestyles



### 2. Creative Gallery on Sustainable Lifestyles

■ A platform to give people and organizations the opportunity to share, view and learn about scenarios on sustainable lifestyles

## + UNEP's education activities on SCP

Citizens and consumers



Educators, trainers, youth



Business and industry



Public institutions



International organizations



Specific sectors  
(tourism, design, retailers, etc.)



Thank you for your attention!

[morgan.strecker@unep.org](mailto:morgan.strecker@unep.org)





# Green Campus Initiative in Korea

July 17, 2009

Eui-Soon Shin, Ph.D.  
Professor, Yonsei University  
Chairman, KAGCI



## CONTENTS

1. Background
2. KAGCI
3. Cases of Green Campus Initiative
4. Agenda of KAGCI



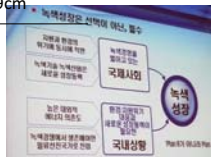
### 1-1. Climate Change, Global Digester

- In the 21C, climate change is the most important concern of mankind

<b>Mean temperature</b>	in the past 100 years, increased 0.74°C	forecasted to increase as much as 6.4°C by the end of 21C
<b>Sea level</b>	In the past 40 years, rose 1.8mm/year	until the end of 21C, Could rise 59cm

**Government** Paradigm shift  
**'Low Carbon, Green Growth'**

**Univ.** Education for Green Leadership



### 1-2. Present Condition of University

#### Over-Consumption of Univ.

- Universities consume 14% of institutional energy consumption
- Seoul National University is ranked 5<sup>th</sup> among the top energy consuming institutions

국내 대학의 전역부문 에너지소비 현황

No	대학명	2008 연산	에너지소비량 (kWh)	에너지소비량 (tCO <sub>2</sub> e)	에너지소비량 (tCO <sub>2</sub> e)	1인당 에너지소비량 (tCO <sub>2</sub> e)
1	서울대학교	119547	45415	47,821,000	1,050,000	1,484,953.271
2	포항공과대학교	74716	31660	30,657,602	673,191	951,973,000
3	고려대학교(문과)	59535	23971	23,197,507	526,300	720,324,941
4	연세대학교	50118,259	21250	20,564,653	451,556	636,567,811
5	한양대학교	44306	18786	18,175,752	399,197	554,512,546

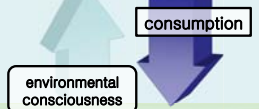
#### Affluenza of Students

Students consume higher than the average people, infected by affluenza (Affluent + Influenza)



Consumer education

environmental education





## 1-3. Roles of University

### Until Present

- Society of Infinite competition → University supplied necessary human resources
- Hot, Flat, and Crowded World → Not sufficient attention was paid to the ecological value of the environment

### Necessity of change

- The fight against global warming will shape the 21st century.
- Colleges and universities must exercise leadership in their communities and society by modeling ways to eliminate GHG emissions, and by providing the knowledge and the educated graduates to achieve climate neutrality.

5



## 2-1. KAGCI (Korean Association for Green Camps Initiative)

### ❖ Purpose

- To promote the education for sustainable development and the researches to integrate environment, economy, and society.
- To mobilize university-wide stakeholders to institutionalize sustainability principle through policy development, advocacy, and the development of accountability frameworks.
- To help universities in achieving their sustainability goals by working together with the (local) communities and (elementary, middle, high) schools to achieve 'low carbon green growth.'

6



## 2-2. KAGCI (Korean Association for Green Campus Initiative)

### ❖ History

#### Before KAGCI

1994	Yonsei Univ.	Yonsei Environmental Declaration
2001	Chosun Univ.	Demonstration Village to use renewable energy
2003	Kookmin Univ.	Initiation of Green Campus activity
2003	Sangji Univ.	Start building environmentally-friendly Campus
2003	Yonsei Univ.	Research Report for Eco Campus of Yonsei University
2006	Konkuk Univ.	Operation of Solar power system
2008	Seoul N. Univ.	Declaration For Sustainable SNU

7



## 2-3. KAGCI (Korean Association for Green Campus Initiative)

### ❖ History

#### After KAGCI

Nov 25, 2008.	Establishment of KAGCI
Mar 12, 2009.	Mutual agreement of representatives of 20 universities for Green Campus Initiative
Apr 15, 2009.	Conference to share the cases of green campus initiative in Korea (with the Ministry of Environment)
Apr 17, 2009.	Pre-C40 Conference on cooperation between Cities and Universities for 'low carbon green growth' (with the Seoul City)
May 13, 2009.	Declaration of 28 University Presidents for the Green Campus initiative KAGCI chairman, Education, Science and Technology Minister, Environment Minister, Yonsei Univ. President signed MOU
July, 2009.	33 institution-member universities

8



## 2-4. Activities of KAGCI



General Assembly to establish KAGCI in Nov. 25, 2008

Pre-C40 Conference with the Seoul Metropolitan City, Apr. 17, 2009



Conference to share green campus initiative experiences of Korean universities with the Ministry of Environment in Apr. 15, 2009

9

## 2-5. Activities of KAGCI



Declaration of 28 University Presidents for the Green Campus initiative



• KAGCI chairman, Education and Science Minister, Environment Minister, Yonsei Univ. President, signed MOU to reduce CO2 and to promote sustainable development in the university campus.  
(At Yonsei University in Seoul, May, 13, 2009)



10

## 3. Cases of Green Campus Initiative

### USA

- ❖ Harvard Univ.
- ❖ Minnesota Univ.

### South Korea

- ❖ Yonsei Univ.
- ❖ Seoul N. Univ.
- ❖ Kookmin Univ.
- ❖ Sangji Univ.

11

## 3-1. Harvard University



### GREEN is the New Crimson

#### Sustainability and Harvard University Initiative

12

### 3-2. Minnesota University

**A renewable, sustainable education.**  
**UNIVERSITY OF MINNESOTA MORRIS**

Donovan: "The academic quality, rigorous courses, and opportunities outside the classroom quelled any worry that college would not be challenging enough for me. At Morris, you really earn your degree."

**Green future: Biomass District**

**A green campus: High energy, low consumption.**

**Green Eating: BUY FRESH BUY LOCAL**

**Green vehicles:** Campus facilities leaders commissioned a campus water resource conservation study in 2002. Today, residence halls and other campus buildings conserve more than two million gallons of water annually, saving \$1 5.000 each year.

**Green Conservation: Water**

**Green Disposal: Recycling**

13

### 3-3. Yonsei Univ.-eco campus

**Vision: Build the Capacity for a Sustainable Future**

- Cultivate decision makers considering on sustainability
- Educate advanced researchers with an international competitive capability
- Fulfill social and global responsibilities through education
- Green campus construction & management

**Strategy:**

- Innovative System: Multidisciplinary & Holistic Approach**
- Industry-Academy-Government Cooperation**
- Asian Hub: Songdo GAC (Global Academic Complex)**

Solar photovoltaic Power Generation | Hydrogen station

14

### 3-4. Seoul N. University-Sustainable SNU

- 2008 Sustainable SNU Declaration in the Knowledge-based society**
  - Research & education
  - Co-work with community
  - Environment management of Campus
  - Environmentally-friendly Campus
- Management for Sustainable Development**
  - Acquisition of ISO 14001 certification.
- Global Asian Center of Sustainability VISION 2025**

June 10, 2009.

15

### 3-5. Kookmin Univ. : energy zero+ Univ.

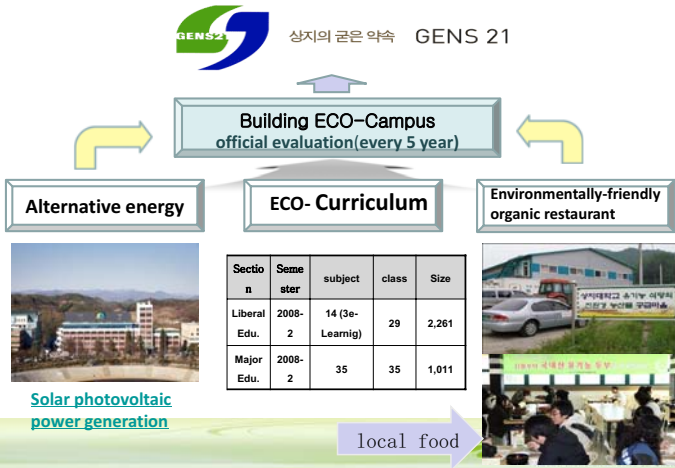
**Higher & Broader**

- Green Campus
- Green Curriculum
- Green Network

**GREEN CAMPUS KOOKMIN**

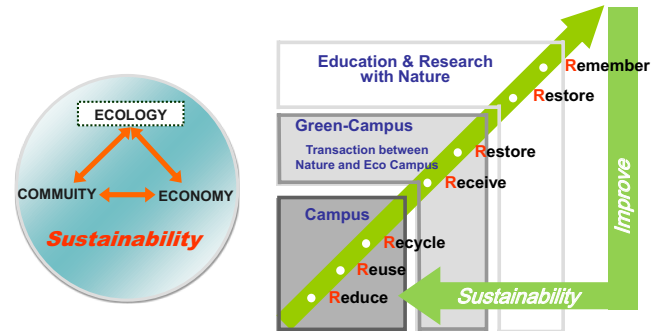
16

3-6. Sangji University- GENS 21



17

4. Agenda of KAGCI



18

Thank you  
감사합니다

## SESSION 7

17<sup>TH</sup> JULY 2009, 15:00-16:30

---

### CONCLUSIVE SESSION

**Chairman:** Mr. Simon Hoiberg Olsen, UNESCAP

#### Summary of Regional Workshop

*Education for Sustainable Consumption in China, Japan and Republic of Korea*

*“Investigating Policies and Practical Strategies to Influence Consumer Behaviour”*

Presentation, IGES, Dr. Robert J. Didham

#### Conclusive Discussion

Facilitated by Mr. Simon Hoiberg Olsen, UNESCAP

#### Closing Remarks

Presentation, IGES, Dr. Mee Young Choi

Dr. Robert J. Didham provided a presentation summarising the outcomes of the Regional Workshop of Education for Sustainable Consumption in China, Japan and Republic of Korea. He began by reminding the participants of the original aims of the workshop and the overall objective of investigating policies and practical strategies to influence consumer behaviour towards sustainable consumption. Dr. Didham went on to acknowledge how productive this two day workshop had been and the importance of the resulting achievements. In regards to the presentations, Dr. Didham first addressed those made on international policy for sustainable consumption and production and education for sustainable consumption. He reminded the participants that the presentations by UN officers began with the provision of a systems map for analysing consumer behaviours and how they may be influenced. He highlighted the fact that the presentations covered the historical evolution of the policy frameworks for SCP, ESC, and Green Growth. Furthermore, attention was made of the important methodologies that had been discussed: including Sustainable Livelihoods Approach (SLA), Holistic Approach (cross sectoral linkages), and Integrated Sustainability Assessment (ISA).

Dr. Robert J. Didham then summarised the national policy structures for ESC that exist in China, Japan and Republic of Korea. Attention was drawing to the fact that national policies in all three countries gained a strong impetus from the progression of international policy and have been built over the past

decade and a half since the original identification of SCP as a significant development topic at the Rio Earth Summit and in *Agenda 21*. Dr. Didham then drew attention to the fact that in all three countries major efforts on SCP have been made through green procurement and purchasing strategies. From the examples in each country, green procurement has been an important means for promoting and strengthening a green market for consumer access. He went on to acknowledge that major shifts are currently taking place the framing of policy away from mitigation and regulation and towards the promotion of good practice. This shift is based around promoting active participation in shaping the future towards a sustainable society.

Dr. Robert J. Didham furthered this previous point in relation to his summary of the good practice cases presented from each country. The good practice cases had demonstrated a growing understanding of the consumer as an environmental and consumer citizen for which education should promote responsible behaviour and encourage direct action in establishing sustainable lifestyles. The various good practice cases, as Dr. Didham identified, discussed several different focuses of ESC including youth awareness raising, community education, green procurement training and consumer promotion of ESC. He also identified the many different instruments for influencing consumer behaviour that had been presented in these cases, including regulations, awareness raising, tax incentives, social pressure and information provision such as eco-labels.

Dr. Robert J. Didham acknowledged that much of the most fruitful discussion occurred in the question and answer session and during informal discussion. He went on to identify the key areas of discussion as:

- How to encourage strong implementation of ESC from policy?
- How best to influence consumer behaviours towards sustainable consumption and sustainable lifestyles?
- The governments' role as an enabler and infrastructure provider, thus creating better opportunities for practicing sustainable consumption.
- The importance of catalysing a critical transition and breaking down the current culture of unsustainable practices and consumption.

Dr. Didham continued his presentation by offering three pathways for taking the concepts and discussions of this workshop forward:

- Connecting Green Purchasing and Procurement Strategies to Integrated Product Policy (with life-cycle analysis).
- Providing further networking opportunities within and between countries for the promotion of good practice and good policy for SCP and ESC.
- Promoting a movement towards a culture that encourages sustainable lifestyles and a society based on low-carbon, high-quality service provision.

In conclusion, Dr. Didham highlighted the fact that the workshop had been highly successful in achieving its original aims and objective, and he kindly thanked all of the participants for their cooperation and support of the regional workshop.



Following this presentation, the chairman, Mr. Simon Hoiberg Olsen, facilitated an open discussion for the participants to contribute their final thoughts on the lessons learned in the workshop. The discussions began on clarifying what is meant by sustainable consumption – are we promoting better consumption or less consumption? The importance of clearly identifying the key actors and target audience was also discussed. Consideration was given to the fact that strategies in developed and developing countries will differ greatly as the needs of these people are substantially different. This led to the strong recognition that if the goal of sustainable consumption is to provide fair and equitable opportunities for all people to achieve a good quality of life, then for many people in developed countries this does require a clear reduction in consumption levels. However, an important counterpoint was made that we must also ensure to promote the positive opportunities that exist within the scenario of sustainable consumption for a happy and better off society, and to avoid the negative connotation that reduction in consumption levels will result in a slowing down of human and social development. It was further recognised that this challenge is extremely difficult – to promote a reduction in consumption in a world where most governments still directly link the ideas of consumption, growth and development – because we are working against the predominant development ideology of the 20<sup>th</sup> century. Thus, a three-fold approach was advocated: first, to improve what we consume to be more environmentally friendly; second, to reduce the amount we consume in total; and third, to begin to transition away from service provision that requires high consumption (and to restructure our social infrastructure).

The chairman refocused the discussion to consider what is the future of ESC and what are the practical action actions that the participants of this workshop can take to advance this future. Generally, it was discussed that a range of ESC tools need to be developed and promoted including tool for policy, for education, and for good practice. Clear opportunity was identified for promoting a multi-country network for green campus development. Participants also discussed potential for further social research for improving ESC and ESD, and then put consideration to how the unique characteristics of Northeast Asia sets the context for it being an important region for advancing ESC work. This led to a final agreement of the participants that the Northeast Asia region has an important role, which could be one of leadership, in influencing the international movements for ESC and sustainable lifestyles. Thus, this discussion concluded with participants forming consensus on the idea of building a regional platform for ESC.

**SUMMARY OF REGIONAL WORKSHOP**  
**EDUCATION FOR SUSTAINABLE CONSUMPTION**  
**IN CHINA, JAPAN AND REPUBLIC OF KOREA**  
*“Investigating Policies and Practical Strategies to Influence Consumer Behaviour”*

16<sup>th</sup> to 17<sup>th</sup> July, 2009

Beijing Normal University, Beijing, China

Workshop Organised by:  
 THE INSTITUTE OF GLOBAL ENVIRONMENTAL STRATEGIES  
 In Cooperation with:  
 BEIJING NORMAL UNIVERSITY  
 MINISTRY OF ENVIRONMENTAL PROTECTION, CHINA



## WORKSHOP AIMS

- Reporting **current status of Education for Sustainable Consumption (ESC)** in each country;
- Providing an opportunity to both ESC responsible policy-decision makers from governments and ESC experts from NGOs, universities and institutes in one place to **exchange productive dialogues** to make a narrow a gap between two arenas;
- Supporting future **ESC policies and implementation** regarding public education targeting consumers, and;
- Addressing **government political roles for public education targeting consumers’ choice** in the North-East countries and other countries with similar economic, political and cultural conditions.

## WORKSHOP PARTICIPANTS

- *Governmental officers* responsible for Education for Sustainable Consumption policy at a national level,;
- *Practitioners* who have been implementing Education for Sustainable Consumption, especially targeting public/consumers in actual fields, and;
- *Experts* in ESC including university researchers and institutes at a national/international level.

## A VERY PRODUCTIVE WORKSHOP

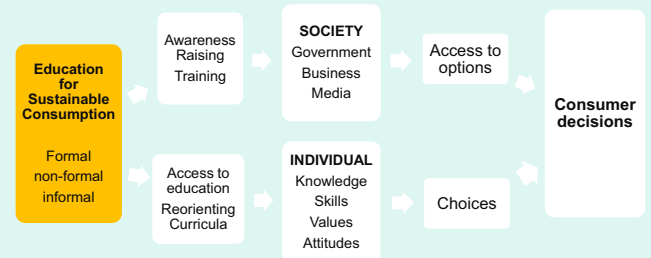
- Five Keynote Remarks
- Seven Sessions
- Sixteen Presentations
- Over forty participants
- Much good discussion and deliberation
- And some wonderful food!

## PRESENTATIONS FROM KEY UN ORGANISATIONS

- *Why do we choose the cup of coffee for 24 Yuan or for 20 Yuan?*
- Analysing a Systems Map of how Consumer Decisions are influenced?
- Important framework of international ESC and Green Growth policies.
- Methodology for Green Growth Capacity Development:
  - Sustainable Livelihoods Approach (SLA)
  - Holistic Approach (cross sectoral linkages)
  - Integrated Sustainability Assessment (ISA)
- Recognition of the role Globalization has played on Development → and the resulting need for Sustainable Development
  - Considering both convergence and divergence in the global economy

## SYSTEMS MAP ON CONSUMER BEHAVIOURS REGARDING ESC

PREPARED BY JOEL BACHA



## POLICY ANALYSIS FROM THREE COUNTRIES

- Strong progression in policy on SCP following on from international agreements (ie. Agenda 21)
- The importance of Green Purchasing and Procurement Strategies
- Major shifts in Policy for shaping the future towards Sustainability
  - (ie. Japan's Multi-Stakeholder Forum on Social Responsibility for Sustainable Future)
- Promoting an overall movement towards Sustainable Lifestyles and Living

## GOOD PRACTICE CASES

- Movement towards Consumer Citizenship
  - Promoting responsible behaviour through education
- Green Procurement requires training of officials and regional and local levels to understand the process
- A diversity of approaches: regulations, awareness raising, tax incentives, and social pressure
- Youth awareness raising, Community education, and Consumer promotion of ESC

## KEY AREAS OF DISCUSSION

- How to encourage strong implementation from policy?
- How best to influence consumer behaviours?
- Governments' role as an enabler and infrastructure provider → creating better opportunities for sustainable consumption
- Catalysing a critical transition and breaking down culture of unsustainable practices/consumption

## OPPORTUNITIES FOR FOLLOW UP

- Connecting Green Purchasing and Procurement Strategies to Integrated Product Policy (with life-cycle analysis)
- Providing further networking opportunities within and between countries for the promotion of good practice
- Movement towards a culture that sustainable lifestyles and a society based on low-carbon, high-quality service provision

## DEVELOPING A STRATEGY FOR CONSUMER ESC

1. Identify Target Audience
2. Establish Vision
3. Engage Public in Framing clear goals and objectives
4. Take Stock of strengths to build on and areas for needed improvement
5. Identify Strategic Framework (including a general outline of activities)
6. Cross-examine based on Public ESC Goals
7. Detail Specific Activities of Strategy
8. Review Activities in relation to Drivers and Instruments
9. Secure Public Participation and Involvement in strategy
10. Finalise Plan of Implementation
11. Monitoring and Evaluation

## ORIGINAL AIMS OF WORKSHOP

- ✓ Report current status of Education for Sustainable Consumption (ESC) in each country;
- ✓ Provide an opportunity which contribute to developing practical policies which link policy decision-makers and practitioners/researchers to enable them to implement efficient ESC together, especially regarding consumer education;
- ✓ Support future ESC policies and implementation, especially regarding government roles for public education in the North-East countries and other countries with similar economic, political and cultural conditions.

**SUMMARY OF REGIONAL WORKSHOP  
EDUCATION FOR SUSTAINABLE CONSUMPTION  
IN CHINA, JAPAN AND REPUBLIC OF KOREA**

*Thank you for your participation!*

I HOPE YOU HAVE ENJOYED YOURSELF, AND  
THAT YOU FOUND IT A REWARDING AND  
INSPIRING EXPERIENCE.



*Towards A Sustainable Asia-Pacific*  
*IGES 10th Anniversary*

## **STRATEGIC MEETING ON REGIONAL EDUCATION FOR SUSTAINABLE CONSUMPTION**

**19<sup>TH</sup> JULY 2009, 10:00-12:40**

---

### **OPEN DISCUSSION OF POTENTIAL ACTIVITIES AND INITIATIVES FOR ADVANCEMENT OF EDUCATION FOR SUSTAINABLE CONSUMPTION IN THE NORTHEAST ASIA REGION**

Following two days of participation in the Regional Workshop on Education for Sustainable Consumption (ESC), several of the key participants met on the third day (19 July, 2009) morning to discuss practical means we could undertake to advance ESC initiatives in the Northeast Asia region. Dr. Shi Gen Dong, the Director of the Working Committee in China for UNESCO Project on Education for Sustainable Development, provided an extensive and enlightening introduction to this meeting. He describes his hopes for a uniting of multi-country partners to support the promotion of ESC, and he also suggested that in the future we could also encourage more practical exchange between ESD and ESC teachers by holding separate workshops to address policy and practice issue and to address good educational methodologies and programmes. Dr. Shi Gen Dong concluded by expressing his further hope that in the future these workshops will become a regular occurrence that are hosted in different countries throughout the region.

The participants agreed wholeheartedly that the urgent follow-up from this workshop is to create a platform for shared learning and mutual support. In considering the international context, it was recognised that the Northeast Asia region is not well recognised in international policy formation regarding SCP and ESC. However, this region is critically important to the long-term success of implementing sustainable consumption. Thus, the participants formed consensus around the fact that not only should a consortium for regional support on ESC be enacted, but also that ESC consortium could serve as a primary leader for international policy formation. Opportunities were identified to participate in the Marrakech Process and the emerging Partnership for Education and Research about Responsible Living (PERL).

The ideas concerning the leadership of a Northeast Asian Regional Network on Education for Sustainable Consumption (and learning for sustainable lifestyles) was applauded by all of the participants. It was made clear that the time to act on this is quickly passing, and haste must be made to set up an initial framework for this type of regional cooperation and consortium which should include the development of a five-year plan of action. However, considerations were also given to the fact that though haste must be made, it is also necessary to consider a strong holistic coverage of issues surrounding ESC and to ensure the rigor of a plan of action. It was also suggested that any work to establish a regional partnership on ESC in Northeast Asia should make it sure it engages multiple sectors and includes the support of governments, corporations, consumer groups and educational institutions. Finally, brief discussions addressed how the financial sustainability of this regional network would be ensured, though no definitive decisions were made.



**List of Participants (Beijing Workshop: 16–18 July, 2009)**

**UN Organisations**

1	Mr. Min Bista	UNESCO	Programme Specialist for Education, UNESCO Beijing	<a href="mailto:m.bista@unesco.org">m.bista@unesco.org</a>	Tel: 86–10–6532–2828 ext.175
2	Mr. Joel Bacha	UNESCO	Programme Officer, Education for Sustainable Development, UNESCO Beijing	<a href="mailto:j.bacha@unesco.org">j.bacha@unesco.org</a>	Tel: 86–10–65322828 ext. 129
3	Ms. Morgan Strecker	UNEP	UNEP–UNESCO YouthXchange Consultant, UNEP Paris	<a href="mailto:Morgan.Strecker@unep.org">Morgan.Strecker@unep.org</a>	Tel: 33–1–44–37–30–35 ext.213
4	Mr. Shigang Zhang	UNEP	Project Manager, UNEP Beijing	<a href="mailto:zhang.shigang01@gmail.com">zhang.shigang01@gmail.com</a>	Tel: 86–10–85320921 Fax: 86–10–85320907
5	Ms. Nanqing Jiang	UNEP	Associate Project Manager, UNEP Beijing	<a href="mailto:nanqing.jiang@public.un.org.cn">nanqing.jiang@public.un.org.cn</a>	Tel: 86–10–85320922 Fax: 86–10–85320907
6	Mr. Simon Hoiberg Olsen	UNESCAP	Associate Environmental Affairs Officer, UNESCAP Bangkok	<a href="mailto:olsen@un.org">olsen@un.org</a>	Tel: 66–2–2881454
7	Mr. Martin Schweighofer	UNESCAP	Director of The Regional Helpdesk on Sustainable Consumption, UNESCAP , Beijing	<a href="mailto:schweighofer.martin@gmail.com">schweighofer.martin@gmail.com</a>	Tel: 66–2–2882459 Tel. in China: 86–10– 58811856

**Japan**

8	Mr. Masahiro Sato	Cabinet Office	Director, Quality-of-Life Policy Bureau, Cabinet Office	<a href="mailto:masahiro.sato@cao.go.jp">masahiro.sato@cao.go.jp</a>	Tel: 81–3–5253–2111 Ext: 84252
9	Mr. Yoshifumi Ayusawa	Cabinet Office/Emassay of Japan in China	Quality-of-Life Policy Bureau, Cabinet Office/First Secretary	<a href="mailto:yoshifumi.ayusawa@cao.go.jp">yoshifumi.ayusawa@cao.go.jp</a>	TeL: 861065322361 Fax: 861065324625
10	Prof. Hideki Nakahara	Green Purchasing Network of Japan/The Tokyo City University	Chairman, Green Purchasing Network of Japan/Professor, Faculty of Environmental and Information Studies, The Tokyo City University	<a href="mailto:nakahara@tcu.ac.jp">nakahara@tcu.ac.jp</a>	Tel: 81–45–910–2564
11	Dr. Masahisa Sato	Green Purchasing Network of Japan/The Tokyo City University	Associate Professor, Faculty of Environmental and Information Studies, The Tokyo City University	<a href="mailto:m-sato@tcu.ac.jp">m-sato@tcu.ac.jp</a>	Tel: 81–45–910–2564
12	Dr. Mee Young Choi	Institute for Global Environmental Strategies	Project Manager/Senior Policy Reesarcher, Institute for Global Environmental Strategies	<a href="mailto:mychoi@iges.or.jp">mychoi@iges.or.jp</a>	Tel: 81–46–826–9572 Fax : 81–46–3809

13	Dr. Robert J. Didham	Institute for Global Environmental Strategies	Policy Researcher, Institute for Global Environmental Strategies	<a href="mailto:didham@iges.or.jp">didham@iges.or.jp</a>	Tel: 81-46-826-9589 Fax : 81-46-3809
<b>Republic of Korea</b>					
14	Ms. HyunJung Im	Korea Environmental Industry & Technology Institute	Senior esearcher, Environmental Management Team, Korea Environmental Industry & Technology Institute	<a href="mailto:hjim@keiti.re.kr">hjim@keiti.re.kr</a>	Tel: 82-2-380-0644 Fax : 82-2-380-0660
15	Dr. Eunsook Moon	The Korea Consumers	Strategic Planning Director, The Korea Consumers	<a href="mailto:moon@consumerskorea.org">moon@consumerskorea.org</a>	Tel: 82-2-739-5530 Fax : 82-2-736-5514
16	Dr. Myung Hee Ko	The Korea Consumers	Chief, Network Team , The Korea Consumers	<a href="mailto:mhkoh65@hanmail.net">mhkoh65@hanmail.net</a>	Tel: 82-2-735-6525
17	Dr. Hyun Woo Lee	Korea Environmental Institute	Senior Researcher, Korea Environmental Institute	<a href="mailto:snuptax@hanmail.net">snuptax@hanmail.net</a>	Tel: 86-13718562644 Tel: 82-2-380-7768
18	Ms. Soojeong Myeong	Korea Environmental Institute	Research Fellow, Division of Climate Change	<a href="mailto:simyeong@kei.re.kr">simyeong@kei.re.kr</a> ; <a href="mailto:sjmeoyong@yahoo.com">sjmeoyong@yahoo.com</a>	Tel:82-2-380-7649; 82-10-8315-0350
19	Prof. Eui Soon Shin	Korean Association for Green Campus Initiative/Yonsei University	President, Korean Association for Green Campus Initiative/Dean, University College, Yonsei University	<a href="mailto:shine@yonsei.ac.kr">shine@yonsei.ac.kr</a>	Tel: 82-2-2123-3030
20	Prof. Tae Joon Lah	Yonsei University	Associate Professor, College of Social Science/Associate Dean of Graduate School, Yonsei University	<a href="mailto:tilah@yonsei.ac.kr">tilah@yonsei.ac.kr</a>	Tel: 82-2-2123-2957
21	Prof. Sun Choi	Sustainable Development Institute at Hanyang Cyber University	President, Korean Association for Green Campus Initiative(KAGCI)	<a href="mailto:choi4617@hvcu.ac.kr">choi4617@hvcu.ac.kr</a>	Tel: 82-10-7753 2549
<b>China</b>					
22	Mr. Baiyu Shen	Ministry of Education	Director, Curriculum division, Basic education Bureau, Ministry of Education	<a href="mailto:shenby@moe.edu.cn">shenby@moe.edu.cn</a>	Tel/Fax:86-10-66097224
23	Mr. Yanping Chen	Ministry of Environmental Protection	The Duputy Director General of Administration Office, Ministry of Environmental Protection	<a href="mailto:ypchen@mep.gov.cn">ypchen@mep.gov.cn</a>	Tel: 86-10-66556901
24	Mr. Dingding Tang	Ministry of Environmental Protection	Sino-Japan Friendship Enviromental Protection Center, Director	<a href="mailto:cicoop@sina.com">cicoop@sina.com</a>	Tel: 86-1084846351
25	Mr. Xiaozhi Song	Ministry of Environmental Protection	Vice-director of Department of International Cooperation	<a href="mailto:song.xiaozhi@mep.gov.cn">song.xiaozhi@mep.gov.cn</a>	Tel: 86-10-66556493

26	Mr. Guang Xia	Ministry of Environmental Protection	Sino-Japan Friendship Environmental Protection Center, Vice-director	<a href="mailto:Xia.guang@prcee.org">Xia.guang@prcee.org</a>	Tel: 86-1084846351
27	Ms. Xuhong Song	Ministry of Environmental Protection	Director, Education Division of Centre for Environmental Education and Communication, Ministry of Environmental Protection	<a href="mailto:songxuhong@126.com">songxuhong@126.com</a>	Tel/Fax:86-10-84634281
28	Ms. Hellen J. W. Guo	Ministry of Environmental Protection	Vice Director of Department of International Cooperation/China Environmental United Certification Center Co.,Ltd	<a href="mailto:helen_sepavec@yahoo.com.cn">helen_sepavec@yahoo.com.cn</a>	Tel:86-10-59205856 Fax:86-10-59205956
29	Ms. Ke Yang	Ministry of Environmental Protection	Project Manager of Green School, Center for Environmental Education and Communication	<a href="mailto:yangke09@gmail.com">yangke09@gmail.com</a>	Tel: 86-10-84634281 Fax:86-10-84636367
30	Prof. Zuoyu Zhou	Beijing Normal University	President, Faculty of Education, Beijing Normal University	<a href="mailto:zhzy@bnu.edu.cn">zhzy@bnu.edu.cn</a>	Mobile:13910676495
31	Dr. Qing Tian	Beijing Normal University	Associate Professor, Environmental Education Center, Beijing Normal University	<a href="mailto:green@bnu.edu.cn">green@bnu.edu.cn</a>	Tel/Fax: 86-10-58806082
32	Mr. Yu Huang	Beijing Normal University	Lecturer, Environmental Education Center, Beijing Normal University	<a href="mailto:huangyu@bnu.edu.cn">huangyu@bnu.edu.cn</a>	Tel/Fax: 86-10-58806082
33	Mr. Zhiqiang Zhang	Peking University	Director, Office of Environmental Protection/Office of Radiation Protection, Peking University	<a href="mailto:Zhangzhiqiang@pku.edu.cn">Zhangzhiqiang@pku.edu.cn</a>	Tel/Fax:86-10-62751267
34	Ms. Qi Zhang	Environmental Education Center, East China Normal University	Associate Professor	<a href="mailto:eececnu@126.com">eececnu@126.com</a>	Tel/Fax:86-21-62233660
35	Ms. Bing Hao	Brooks (NGO)	President, Brooks (NGO)	<a href="mailto:b.hao@brooks.ngo.cn">b.hao@brooks.ngo.cn</a>	Tel/Fax:86-10-62352630
36	Mr.Jian Liu	Geography Education/ EE/ESD, People Education Press	Associate Professor	<a href="mailto:liuj@pep.com.cn">liuj@pep.com.cn</a>	Tel/Fax: 58758671
37	Mr.Chenyi Ma	Shangri-la Institute	Co-ordinator	<a href="mailto:machenyi@msn.com">machenyi@msn.com</a> ; <a href="mailto:machenyi@gmail.com">machenyi@gmail.com</a> ; <a href="mailto:cma@wustl.edu">cma@wustl.edu</a>	Tel/Fax:86-10-85802623
38	Ms. Yunhua Liu	Shangri-la Institute	President	<a href="mailto:yhliu@shangrilainstitute.org">yhliu@shangrilainstitute.org</a>	Tel/Fax:86-10-85802623
39	Ms. Yi Zhang	WWF-China	Co-ordinator	<a href="mailto:yzhang@wwfchina.org">yzhang@wwfchina.org</a>	Tel/Fax:65126230
40	Mr. Gendong Shi	National Committee of ESD	EXecutive Director, National Committee of ESD/Chairman, Beijing Association of Education for Sustainable Development	<a href="mailto:shigendong001@yahoo.com.cn">shigendong001@yahoo.com.cn</a>	Tel/Fax: 86-10-66077243

41	Ms. Ting Ting Zhang	National Committee of ESD	Executive Secretary, National Committee of ESD/Office Director, Beijing Association of Education for Sustainable Development	<a href="mailto:ttzhang@bjedu.gov.cn">ttzhang@bjedu.gov.cn</a>	Tel/fax:86-10-66067158
<b>Workshop Assistants</b>					
42	Dr. ZaoZao Zeng	Beijing Normal University	College of Geography	<a href="mailto:greta9999@163.com">greta9999@163.com</a>	Mobile: 13810154376
43	Dr. LingBo Xiao	Beijing Normal University	College of History, Post-Doctor	<a href="mailto:xlingbo1@163.com">xlingbo1@163.com</a>	Mobile: 13810642484
44	Mr. BenYong Wei	Beijing Normal University	College of Geography, in the process of pursuing Ph.D	<a href="mailto:bywei1982@163.com">bywei1982@163.com</a>	Mobile: 13439515762
45	Ms. BeiBei Li	Beijing Normal University	College of Geography, Ph.D candidate	<a href="mailto:libeibe@mail.bnu.edu.cn">libeibe@mail.bnu.edu.cn</a>	Mobile: 13811576515
46	Ms. Di Zhang	Beijing Normal University	College of Geography, in the process of pursuing Master Degree	<a href="mailto:zhangdi@mail.bnu.edu.cn">zhangdi@mail.bnu.edu.cn</a>	Mobile: 13280666930