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Proceedings the East Asia Workshop on:

**EDUCATION FOR SUSTAINABLE CONSUMPTION  
& PROMOTING SUSTAINABLE LIFESTYLES  
IN CHINA, JAPAN AND REPUBLIC OF KOREA**

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**5-6 December, 2010**

**Yingdong Conference Building, Beijing Normal University  
Beijing, China**



Workshop Co-Organised by:

**THE INSTITUTE FOR GLOBAL ENVIRONMENTAL STRATEGIES**

**The Center for Environmental Education & Communication,  
MINISTRY OF ENVIRONMENTAL PROTECTION, CHINA**

**The Environmental Education Center,  
BEIJING NORMAL UNIVERSITY**

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### **Acknowledgements**

IGES is grateful for the continued cooperation with the Center for Environmental Education and Communication at the Ministry of Environmental Protection, China and the Environmental Education Center at Beijing Normal University. This is the fourth year that these three organizations have collaborated to host workshops on education for sustainable development and sustainable consumption, and it is due to this productive partnership that these workshops continue to be a success in producing valuable findings and recommendations.

We would also like to express our appreciation for the contributions of Dr. Mee Young Choi of UNESCO and Dr. Jiang Nanjing of UNEP and the support of these organizations.

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| Dean, Faculty of Education, Beijing Normal University  |          |
| - <i>Dr. Mee Young Choi</i> .....  | <b>5</b> |
| Programme Specialist in Education/Education for Sustainable Development (ESD)<br>Team Leader, UNESCO Office, Jakarta |          |

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## **Background of East Asia Workshop on Education for Sustainable Consumption and Promoting Sustainable Lifestyles in China, Japan and Republic of Korea**

The goal of this workshop is to advance the quality and increase the implementation of Education for Sustainable Consumption in East Asia. Education for Sustainable Consumption (ESC) supports the transition towards a low carbon society through the realization of sustainable consumption patterns by directly influencing consumer choice and behaviour. ESC is addressed as a sub-topic of Sustainable Consumption and Production (SCP) which is receiving attention at the international level from the United Nations Commission for Sustainable Development and the Marrakech Process which will establish a 10-Year Framework of Programmes (10YFP) on SCP as the outcome of the CSD 19 meeting in 2011. Regional work is also occurring in Asia and includes activities undertaken by the Asia-Pacific Roundtable on SCP and UN-ESCAP's Green Growth initiative.

East Asia has a particular significance in SCP when we consider the countries' rapidly increasing energy consumption and CO<sub>2</sub> emissions in this region. In particular, three countries i.e. China, Japan and Republic of Korea consist of a leading group in the East Asia which critically impacts incidental environmental problems due to either the rapid economic developmental growth or its advanced economy status. These three countries have initiated close political cooperation as shown in a series of recent round table meetings to address SCP at a regional level together.

Despite a growing international consensus on the importance of SCP, efforts on the promotion of sustainable consumption and ESC are still limited globally. In the Asia-Pacific region, policy efforts on sustainable production are now improving and regularly applied, but sustainable consumption remains unaddressed across much of the region. Governments are limited in their efforts to promote sustainable consumption by a lack of capacity and understanding on how best to influence consumer behaviour and effectively implement ESC. This workshop aims to highlight and strengthen governmental capacity, policy and strategies for promoting sustainable consumption, influencing consumer behaviour and implementing Education for Sustainable Consumption in China, Japan and Republic of Korea.

The promotion of sustainable consumption and responsible lifestyles is major social challenge as we consider how societies can transition to greener, low-carbon models. Governments, both national and local, have a significant potential for influencing consumer choice through the promotion and implementation of ESC by:

- Providing an understanding of the environmental imperative;
- Empowering individuals to be actors in protecting the environment;
- Explaining the importance of sustainable consumption within this imperative;
- Developing a supportive social infrastructure for sustainable consumption practices.

This potential can be better capitalized on through the increased capacity of governments to plan and implement effective ESC. There is a need to develop effective governmental mechanisms to advance sustainable consumption practices; to secure strong ESC leadership from policy-decision makers; and to promote political dialogues that encourage regional cooperation and good practice

It therefore would be a great opportunity when we bring ESC policy decision-makers, practitioners and researchers together from China, Japan and Republic of Korea, based on the rationales explained above. From the workshop, we can gain deeper understanding of sustainable consumption, especially about how governments play their critical role in consumer 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 lead towards a low-carbon and sustainable society.

### **Workshop Aims**

The major aims of the regional workshop on Education for Sustainable Consumption in East Asia are:

- Reporting *current status of Education for Sustainable Consumption* in each country;
- Identifying the key aspects of the *current governmental context for promoting sustainable consumption* and consumer awareness raising and highlighting relevant policies on SCP generally and ESC specifically from each country;
- Providing an opportunity to bring together both ESC responsible policy-decision makers from governments and ESC experts from NGOs, universities and institutes in one place to *exchange productive dialogues* to narrow the gap between the two arenas, and;
- *Supporting future ESC policies* and effective implementation by: 1) identifying the current strengths and weaknesses in existing ESC knowledge held by relevant policy decision-makers; 2) identifying opportunities for better policy integration between wider SCP policies and specific ESC initiatives, and; 3) developing strategies for improving the current approach to promoting sustainable consumption.

### **Expected Outcomes of the Workshop**

From the workshop, we are expecting to:

- Report current status of Education for Sustainable Consumption in China, Japan, and Republic of Korea;
- Provide an opportunity which contributes 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 East Asian countries and other countries with similar economic, political and cultural conditions.

### **Targeted Invitees of the Workshop**

The invitees of the regional workshop from three selected countries – China, Japan and Republic of Korea are:

- *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.

### **Date**

5-6 December, 2010

### **Location & Venue**

Beijing Normal University – Beijing, P.R. China

## **Key Message of East Asia Workshop on** **Education for Sustainable Consumption and Promoting Sustainable Lifestyles** **in China, Japan and Republic of Korea**

5-6 December 2010, Beijing Normal University – Beijing, China

In early December 2010, over forty participants met for a two day workshop on Education for Sustainable Consumption (ESC) in China, Japan and Republic of Korea. The workshop was organized in cooperation between the Institute for Global Environmental Strategies (IGES) in Japan, the Environmental Education Center at Beijing Normal University (EEC-BNU), and the Center for Environmental Education and Communication under the Ministry of Environmental Protection China (CEEC-MEP). The participants included relevant government officers, practitioners and civil society members, and experts in ESC from research universities and international organizations including UNESCO and UNEP. The workshop allowed the opportunity to investigate the current status of ESC in each country, to address the current policies and strategies of the three countries' governments for promoting sustainable consumption, and to exchange productive dialogues on how best to strengthen the implementation of ESC in East Asia. It was recognized that it is necessary to increase the capacity of governments to plan and implement effective ESC, and several recommendations were formulated on how best to achieve this.

The recommendations included:

- 1) Identifying clear policy mechanisms and strategies for promoting sustainable consumption and influencing consumer behaviour. ESC should be integrated with policy efforts on both Sustainable Consumption & Production (SCP) and Education for Sustainable Development (ESD).
- 2) Utilize existing frameworks on Environmental Education (EE) and Education for Sustainable Development (ESD) in each country to implement ESC.
- 3) Capacity building for government officers to effectively promote ESC.
- 4) Develop pilot projects under which effective implementation of ESC can be experimented with and tested prior to national implementation.
- 5) Strengthen linkages between national policies and local level implementation and also between top-down and bottom-up approaches. Better linkages between government and civil society can also help to achieve these linkages.
- 6) The promotion of sustainable consumption and sustainable lifestyles in East Asia should establish a strong connection with traditional cultural values as the countries already have good examples of sustainable livelihood practices and community practice rooted in traditional cultural values.
- 7) Engage more directly with citizens' needs and concerns especially related to well-being and quality-of-life, as a connection with sustainable consumption can move concerns from an individual dimension to a social dimension.

The workshop participants also recognized the importance of continued cooperation at both the tripartite, regional and international levels. With this in mind several opportunities for cooperation on ESC were identified: the CSD 19 meeting & development of a 10 Year Framework of Programs on SCP, the Partnership for Education and Research on Responsible Living (PERL) & its recently formed Asia-Pacific Regional PERL Network, the Asia-Pacific Roundtable on SCP. Finally, the participants also identified a strong opportunity for future three country cooperation on ESC initiatives which could be incorporated into the action plan of the Tripartite Environmental Ministers Meeting (TEMM).







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## **OPENING REMARKS BY MR. DINGDING TANG,**

***Director of Sino-Japan Friendship Centre for Environmental Protection – Environmental  
Development Center of Ministry of Environmental Protection, China***

at the East Asia Workshop on Education for Sustainable Consumption

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Distinguished guests,  
Ladies and Gentlemen,

I am very pleased to participate in the East Asia Workshop on Education for Sustainable Consumption in China, Japan and Republic of Korea. I am also very glad to see experts and researchers from international organizations, and three countries get together to discuss about the issue of sustainable consumption from the view of education. I would like to take this opportunity, on behalf of the Sino-Japan Environmental Protection Center and in my own name, to express warm congratulations to this meeting.

Great economic achievements have been achieved in China over a short period, but the economic structure continues to promote a mode of extensive economic growth that is not reasonable for the achievement of an ecological civilization or a circular economy. High consumption of energy and resources and the deterioration of the ecological environment have become the primary bottlenecks and obstacles to achieving sustainable development.

The active participation of Government, enterprises, consumers and social communities is urgently needed in implementing sustainable consumption. Establishing a model of sustainable production and consumption, reshaping the industrial structure of energy and resource conservation and environmental protection, and developing a mode for sustainable growth and consumption patterns are all basic tasks in constructing an environmental friendly society. Government is one of the largest purchasing groups in our society. By implementing policies that give priority to the purchase of green products, government can guide enterprises to produce environmentally friendly products. It is also a model of behavior that can guide the public on sustainable consumption through the demonstration of best practice.

In this workshop, experts and researchers from UNEP, UNESCO, IGES, China, Japan and Korea will exchange successful experiences in sustainable consumption in each country and explore best ways to promote education for 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 for 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 directly benefit the consumer practice of the concept of sustainable consumption. Governmental authorities can play an important role for advancing these practices through improved integration of policy efforts on sustainable production and consumption and on education for sustainable consumption. This will play a positive role in achieving socio-economic sustainable development.

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

Thank you!

**OPENING REMARKS BY PROF. ZUOYU ZHOU,**  
***Dean, Faculty of Education – Beijing Normal University***  
at the East Asia Workshop on Education for Sustainable Consumption

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Ladies and Gentleman, and distinguished guests, good morning!

On the occasion of “East Asia workshop on Education for Sustainable Consumption in China, Japan and Republic of Korea”, I am honored on behalf of the Faculty of Education, Beijing Normal University to congratulate this workshop to open smoothly and to make important contributions to this field of study!

At present, the consumption problem is already a vital issue that affects the progress of global sustainable development. After the Johannesburg’s World Summit on Sustainable Development, 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, environmentally friendly and low-carbon society” is currently a pressing national mission especially after the Copenhagen Conference.

In the direction to shift consumption to sustainable development, the importance of education is regularly highlighted. Education is the important mechanism to solve present patterns of unsustainable consumption. Consumption concerns the life style. Sustainable consumption means a transformation of life style, and this can greatly 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 finally to impel the entire society to shift towards sustainable development.

In the development path of the global economy, education for sustainable consumption should be developed 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, information provision and education mechanisms. The education and information provision mechanisms need to deepen sustainable consumption from the level of awareness and knowledge towards the promotion of conscious actions by consumers. Higher education is the 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,

Best wishes for the workshop to achieve great success! I wish the CEEC, Ministry of Environment Protection and IGES, in collaboration with EEC-BNU strengthen their mutual cooperation.

Thank you for your kind attention.

## **OPENING REMARKS BY DR. MEE YOUNG CHOI,**

***Programme Specialist in Education/Education for Sustainable Development (ESD) Team***

***Leader – UNESCO Office, Jakarta***

at the East Asia Workshop on Education for Sustainable Consumption

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Distinguished guests and all participants, ladies and gentlemen,

It gives me great pleasure to be with you this morning at the opening of the East Asia Workshop on Education for Sustainable Consumption (ESC)!

Very good morning to all of you! Nin Hao, Ahn-Nyeong Hah-Seh-Yo, Konichiwa!

I would like to express my great appreciation to all key speakers, Mr. Tang Dingding from the Ministry of Environmental Protection and Prof. Zhou Zuoyu from Beijing Normal University.

Especially, my heartfelt thanks goes to Dr. Qing Tian at Environmental Education Center at Beijing Normal University and Dr. Robert Didham and Mr. Simon Olsen from Institute for Global Environmental Strategies in Japan. I understood that these two cooperative counterparts have made great efforts on preparing this workshop today. I deeply appreciate them to provide us a valuable opportunity for a two-day workshop with the specific focus on Education for Sustainable Consumption (ESC).

When we consider the significance of ESC to build a Low-Carbon Society, this workshop will be a precious opportunity not only to all participants who are specialists in this field but also to UNESCO. Since UNESCO were designated in 2003 for as the lead agency in the promotion of the Decade of Education for Sustainable Development (DESD) 2005-2014, we have given hard efforts on DESD to integrate the principles, values, and practices of sustainable development into all aspects of education and learning, in order to address the social, economic, cultural and environmental problems we face in the 21st century.

There are eight priorities of UN DESD within education parameters such as gender equality, health promotion, peace and human society, environment, rural development, sustainable urbanization, sustainable consumption, and cultural diversity. In comparison with achievements in other priority areas over the last five years, there is a lack of evidence of clear political and implementation achievements in the priority of sustainable consumption, though we are already now half way through the UN DESD.

On behalf of UNESCO Jakarta Office and Mr. Min Bista at UNESCO Beijing Office, I want to express our strong supports on the IGES role in achieving outcomes from this special workshop. In particular, I have high expectations for this workshop towards its outcomes and agreements when I consider the significance of the mutual environmental impacts caused by the adjacent geographic condition & economic relationship amongst three countries i.e. China, Japan and Republic of Korea which clearly shows the importance of this workshop today. As a foundational milestone of international ESC cooperation amongst these three countries, I sincerely wish this workshop provides an opportunity to participants to identify the priorities in ESC for its achievement. The UN DESD is a framework for partnership and collaboration, bringing together a great diversity of interests and concerns. It is an instrument of mobilization and advocacy, through which governments, international organizations, civil society, the private sector and local communities around the world can demonstrate their practical commitment to learning to live sustainably. Within this vision, the three countries' cooperation and mutual-supports on ESC would be critical in successful implementation.

Finally, I would like to express my hope that this workshop meets its goals and produces concrete outcomes. Once again, I would like to convey my heartfelt appreciation to everyone today for your attendance and participation in this workshop.

Thank you.

## WELCOME REMARKS – INTRODUCTION OF THE WORKSHOP

**Dr. Robert J. Didham, *Education Policy Specialist,***  
***Institute for Global Environmental Strategies***

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My distinguished guests, ladies and gentlemen,

On behalf of the Institute for Global Environmental Strategies, I would like to express my sincere appreciation to all the attendees today for taking the time to come to this East Asia Workshop on Education for Sustainable Consumption. I am sure that this workshop will provide us a valuable opportunity to share ideas and experiences about ESC and promoting sustainable lifestyles in East Asia and globally as an important mechanism for building a sustainable low-carbon society, especially amongst the three countries: China, Japan and the Republic of Korea.

I also would like to express my deep thanks to the key speakers, Mr. Tang Dingding, from Ministry of Environmental Protection of China, Prof. Zuoyu Zhou from Beijing Normal University, and Dr. Mee Young Choi from UNESCO for taking the time from their busy schedules to provide their opening remarks and support for the success of this workshop.

I would especially like to express my sincerest gratitude to Dr. Tian Qing of the Environmental Education Center at Beijing Normal University and Ms. Song Xuhong & Ms. Zhang Qinghong of the Center for Environmental Education and Communication at the Ministry of Environmental Protection. This is the third year in which IGES, BNU and MEP have collaborated to organize these valuable workshops on Education for Sustainable Development and Sustainable Consumption. It is due to this cooperation that we are able to make this workshop a success.

In May 2011, the UN Commission for Sustainable Development will discuss the activities that have taken place under the Marrakech Process and work towards a “Global Framework for Action on Sustainable Consumption and Production”, the so-called 10-Year Framework of Programs on SCP. Both Education for Sustainable Consumption and Sustainable Lifestyles have been highlighted as important areas under the Marrakech Process. Nevertheless, there remains a critical lack of knowledge, experiences and research evidence on how to implement effective ESC and how to integrate this with wider policies for both SCP and ESD. In this light, today’s workshop on ESC and promoting sustainable lifestyles in China, Japan and Korea can have a valuable significance by producing tangible outcomes and recommendations to contribute to ESC policy and implementation.

## **Objectives and Scopes**

The goal of this workshop is to advance the quality and increase the implementation of Education for Sustainable Consumption in East Asia for the purpose of supporting the transition towards low carbon societies through the realization of sustainable consumption patterns by directly influencing consumer choice and behaviour.

Today's sessions will investigate the current policies and strategies for sustainable consumption and production, education for sustainable development and education for sustainable consumption. We will also have the opportunity to learn about several innovative practices for ESC. This afternoon there will be presentations on country case studies from China, Korea and Japan on the current capacity of governments to effectively implement ESC. These case studies are being conducted by researchers from the three countries as part of this year's research component on ESC at IGES.

In the sessions tomorrow, we will investigate some of the policy opportunities for improving ESC implementation. There will be an opportunity for all of the participants to reflect on and discuss the workshop's aim of supporting future ESC policies and effective implementation through three main aspects. First, by assessing the current strengths and weaknesses in existing ESC strategies and policies. Second, by identifying priority actions for ESC and developing strategies for improving the current approach to promoting sustainable consumption. Third, by considering opportunities for better policy integration between wider SCP and ESD policies, and also by identifying opportunities to strengthen regional cooperation on Education for Sustainable Consumption.

Again, I would like to acknowledge all of the distinguished guests and participants of today's workshop on ESC. I hope that you will find the presentations and activities over the next day and half valuable and rewarding.

Thank you for your attention.



**Session 1 – Summary of Dialogues**  
**International and Regional Strategies and Policies on Education for Sustainable Consumption**

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**Chairman:** Dr. Yu Huang – Environmental Education Center, Beijing Normal University

*International Strategies on Sustainable Consumption and Production and the significance of education*

Presentation: UNEP – Beijing, Dr. Jiang Nanjing

*Sustainable Consumption and Production policies in China*

Presentation: Environmental Certification Center, MEP, Ms. Zhang Xiaodan

*Education for Sustainable Consumption: Strategies and Policies for the Asia-Pacific Region*

Presentation: UNESCO-Jakarta, Dr. Mee Young Choi

The first presentation was made by **Dr. Jiang Nanjing**, who is with UNEP in Beijing. She gave a presentation entitled International Strategies on Sustainable Consumption and Production (the Marrakech Process) and the significance of education. In her presentation she focused on the efforts being made by UNEP under the Marrakech Process on Sustainable Consumption and Production. She explained the specific activities undertaken by the Taskforce on Sustainable Lifestyles and explained that the main objective was to deliver more information on sustainable lifestyles. She summarized that the government had already made good progress, in response to pressure from sustainable lifestyle groups (including free bus-rides for over 65 aged). The taskforce also develops support structures, promotes good practices, and celebrates successes. Dr. Jiang also shared information on UNEP's work with the Marrakech Process, including research on the limitations of using GDP as benchmark for progress as well as information on product lifecycles and the need to increasingly engage with the business sector as well. She concluded her presentation by making a valuable point on the need to engage with the current generation of children and youth, since this is an age group that are already making headways on their own also towards sustainable lifestyles, examples here included social innovation and the youth-exchange initiative.

The second presentation of the session came from **Ms. Zhang Xiaodan** of the Environmental Certification Center of the Ministry of Environmental Protection, China. She gave information on China's product eco-labelling and green public procurement programs. This included an explanation of China's development priorities with regards to sustainable consumption. Following that, she conveyed that the Chinese government is emphasizing to the public to opt for green consumerism, aiming at growth towards a moderately prosperous society. She also mentioned the challenges in readjusting consumption patterns as they occur rather naturally in tandem with economic growth and the increase in per capita GDP. She shared that China's eco-labeling has developed and improved under MEP in

the long term and is now including information about larger environmental impacts of the products. Ms. Zhang concluded her presentation by emphasizing China's governmental support of the green sector through green procurement.

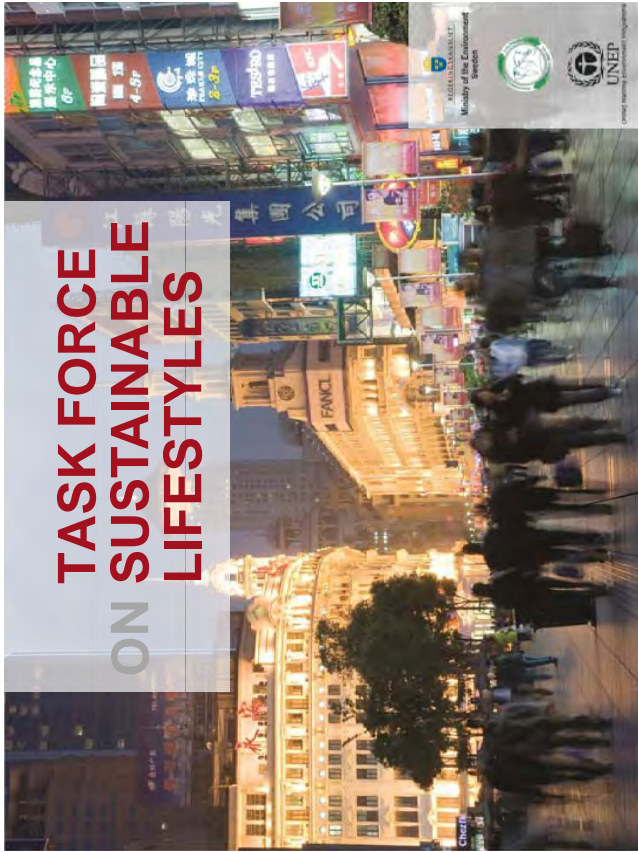
The session was followed by **Q and A**. One participant wished to know if the CEC eco-label logo was used as both a sign of product quality and also to signify environmental quality as well as safety? This was confirmed. Another participant remarked that the achievements of public procurement were remarkably fast and high in China, and wondered what the details behind such success would be. In response, Ms. Zhang explained that this programme was still new and the government promoted it strongly to companies. In terms of accountability and information sharing more information was available online.

The session then continued with a presentation by **Dr. Meeyoung Choi**, Team Leader of Education for Sustainable Development at UNESCO, who gave her Presentation on Education for Sustainable Consumption: Strategies and Policies for the Asia-Pacific Region. She summarized that there is currently no clear policies and strategies for ESC in Asia and the Pacific but that the wider framework on education for sustainable development creates a direction and approach that can be replicated. She then gave an overview of information on UN agencies' initiatives for ESC that touched upon the redefinition of human needs and desires as well as questions regarding what to expect from ESC? Proposed answers included critical awareness, eco-responsibility, social responsibility, action and involvement, global solidarity and others. She stated that ESC helps people develop their attitudes as well as gave an overview of ESC priorities including gender, peace, security, water, disaster, rural development, sustainable urbanization, cultural diversity. Among her findings were that more attention needs to be put onto monitoring and evaluation in the ESC area, so that progress can be measured and we can identify what works well and what does not. The rising number of middle class gives need for more focus on consumption sustainability. Poverty issues however, must also be addressed simultaneously. Establishing mechanisms for national policy and strategy on ESC was therefore a priority. She concluded by stating that when we research and analyze progress we should also find the right entry points to development of policy and strategy. The UN way is one, where information is currently being collected and then communicated to decision makers.

The **Q and A** included questions about strategy for cross-country cooperation for those countries which are in special focus of UNESCO Jakarta Office. Dr. Choi responded that, given the countries' unique developmental and political backgrounds, strategies would have to be tailor made for optimum fit as well, but also allow the countries to bring policy decision makers, researchers and facilitators together to discuss and agree on an action plan. Other questions mounted to whether UNESCO's Jakarta office would be cooperating with Beijing office, to which Dr. Choi responded that most work would be separate since one office would cover East Asia and the other one Southeast Asia. Shanrgi-La inquired whether



UNESCO could support them in organizing an ESC workshop, which was positively embraced. Finally, it was commented that there seems to be a difference between developing country government policy making that focuses on eco-labeling and production-side, whereas in the developed world they are more focused on public awareness and changing behavior. It was asked why do China, Korea and Japan focus more on policy? Would it not be more effective for these countries to focus on changing behavior? Dr. Choi explained that countries in this region predominantly have governments which have central administrations. In addition, she pointed out that there are different roles between governments and academics. Governments need to see clear outcomes and thus they want to do labeling first, the behavioural change objective is not less important but a longer-term goal.



# TASK FORCE ON SUSTAINABLE LIFESTYLES



## CONTENTS

- 1 MANIFESTO
- 2 THE MARRAKECH PROCESS
- 3 TASK FORCE'S WORK IN BRIEF
- 4 CHALLENGE
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- 6 DEFINITION
- 7 PRODUCTION & CONSUMPTION
- 8 PEOPLE'S ATTITUDES
- 9 SOCIAL INNOVATION
- 10 BUSINESS CASE
- 11 ENGAGING PEOPLE
- 12 WHERE NEXT?

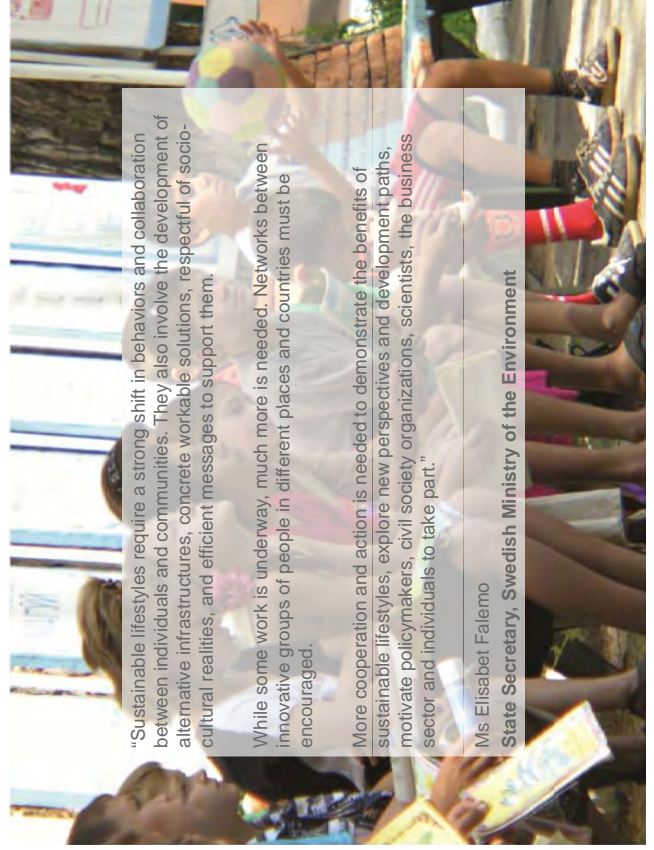
YAN MECHTOV / WORLD BANK



**WE NEED A FEW THINGS TO BE HAPPY IN LIFE  
RATHER THAN HAVING EVERYTHING AND NO TIME  
TO ENJOY LIFE**

LEBANON, GSSL 2010

RAY WITTEN / WORLD BANK



"Sustainable lifestyles require a strong shift in behaviors and collaboration between individuals and communities. They also involve the development of alternative infrastructures, concrete workable solutions, respectful of socio-cultural realities, and efficient messages to support them.

While some work is underway, much more is needed. Networks between innovative groups of people in different places and countries must be encouraged.

More cooperation and action is needed to demonstrate the benefits of sustainable lifestyles, explore new perspectives and development paths, motivate policymakers, civil society organizations, scientists, the business sector and individuals to take part."

Ms Elisabet Falemo  
State Secretary, Swedish Ministry of the Environment

# SUSTAINABLE LIFESTYLES MANIFESTO

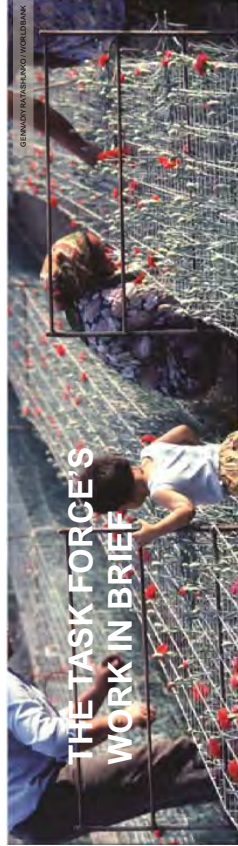
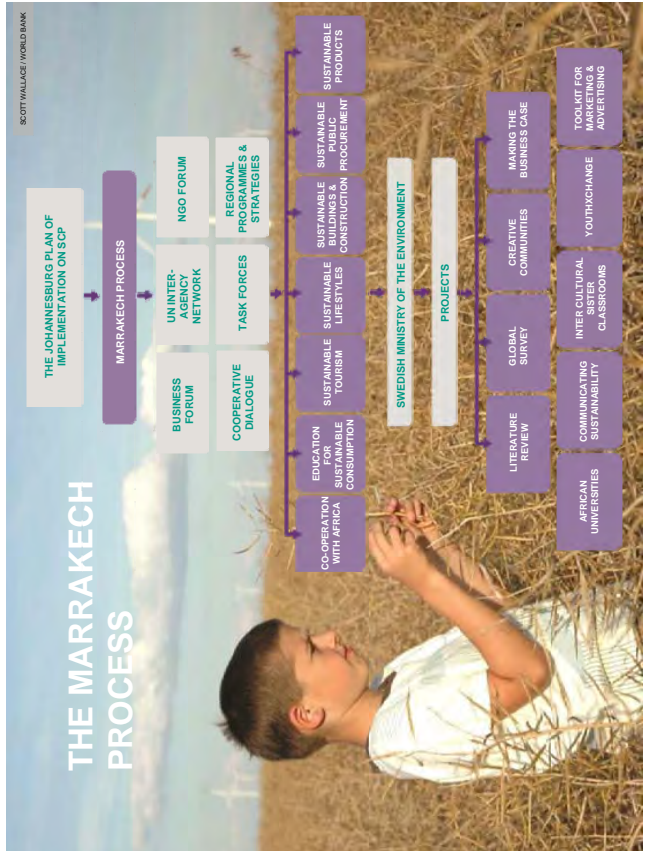
- 1. Enthuse and inspire**  
Give a positive message about what we gain, not what we give up. It's all about creating healthier, better connected and more stable communities and environments
- 2. Create support structures**  
Provide the products, means and the infrastructure to make sustainable choices
- 3. Celebrate success**  
So much is already happening. Rejoice in success to encourage the involvement of individuals and communities
- 4. Focus your efforts**  
Choose one specific area where lifestyle change is needed
- 5. Form partnerships**  
Connect people, build relationships and expertise to make sustainable lifestyles happen.



## CHALLENGE

- 60%** The proportion of the Earth's ecosystems services that have been degraded in the past 50 years
- 1.7 BILLION** The global consumer class; nearly half come from developing economies
- 20% OF GLOBAL GDP** The potential cost of climate change if we don't invest to tackle it
- +34%** NOW The expected growth in the world's population between now and 2050
- 5** The number of earths that would be required were everyone to consume and live like the average citizen in North America
- 25%** The reduction in the amount the average American household consumes over the last 25 years

## THE MARRAKECH PROCESS



### Global

- 9 projects, 43 countries across the globe, 11 languages

### Tested ideas & collected stories

- Provide policy makers, civil society, and business with powerful evidence base, tools and good examples

### Connected people

- Brought sustainable lifestyles practitioners together



- **Why focus on sustainable lifestyles?**

Our lifestyle choices play a key role in climate change, biodiversity loss and inequality. The costs of inaction are staggering.

- **What are sustainable lifestyles?**

Sustainable lifestyles means rethinking our ways of living, how we buy and how we organize our everyday life. It is also about altering how we socialize, exchange, share, educate and build identities. It means transforming our societies and living in harmony with our natural environment.



- **Sustainable lifestyles are complex**

Lifestyles are shaped by a whole host of factors (Culture, politics, economics, social norms). Sustainable lifestyles need to be enabled and encouraged by the social and technical systems and institutions that surround us. Every sector of society has something to contribute.

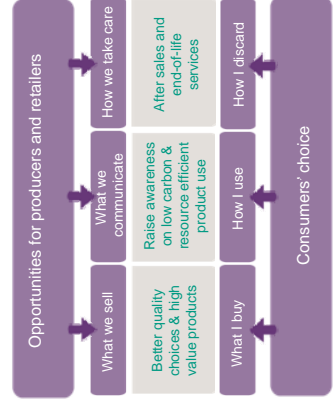
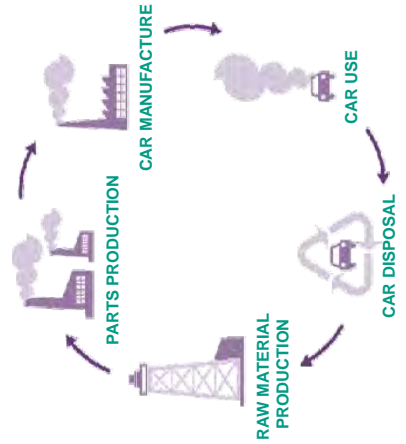
- **We need sustainable consumption as well as sustainable production**

Every stage of a product's life has an environmental impact - from the extraction of raw materials to the manufacturing, transportation, final consumption and disposal.



**Companies should analyze their products' lifecycles:**

- Reduce environmental impact
- Increase efficiency and save money
- Increase environmental credentials and brand value



**BUSINESS CANNOT SUCCEED IN A SOCIETY THAT FAILS**

BJORN STIGSON, WBCSD PRESIDENT

**OUR POLITICAL LEADERS AREN'T THE ONLY ONES WHO'VE BEEN HANDLED A MANDATE FOR CHANGE. LEADERS OF BUSINESSES AND INSTITUTIONS EVERYWHERE CONFRONT A UNIQUE OPPORTUNITY TO TRANSFORM THE WAY THE WORLD WORKS**

SAMUEL J. PALMISANO,  
PRESIDENT & CEO OF IBM CORPORATION



## TASK FORCE PROJECTS

- Literature Review on Sustainable Lifestyles
- Intercultural Sister Classrooms
- YouthXchange
- Toolkit for Advertising and Marketing
- Communicating Sustainability
- Global Survey on Sustainable Lifestyles
- Creative Communities
- Making the Business Case for Sustainable Lifestyles
- Introducing Sustainable Lifestyles into African Universities and Colleges



## Literature Review on Sustainable Lifestyles



The project pulls together evidence surrounding sustainable lifestyles, including the tools and methods available to tackle the issue, understanding why we behave the way we do. It intends to give a concise insight into the research and to identify key evidence gaps and recommendations for future research.

**Useful for:** Policy makers, experts and NGOs

**Outcomes:**

- Importance of accounting methods
- Standard of living definition
- Attitudes and behaviors
- Action for behavior change
- Role of production for sustainable lifestyles



## Intercultural Sister Classrooms



The project is an educational pilot project which raises awareness of lifecycle analysis, engaging teachers and students across America in new ways of learning and acting. Lifecycle analysis in purchasing and production decisions is an important skill for current and future generations of school leavers.

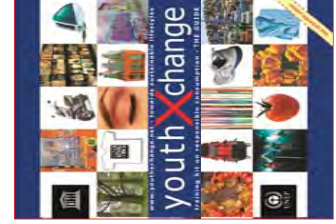
**Useful for:** Ministries of Education and educators

**Outcomes:**

- Pilot project of a new international participatory education process (USA, Brazil, Costa Rica and Mexico)
- Materials available in English, Spanish and Portuguese
- Government support, new projects and partnerships



## UNEP/UNESCO YouthXchange program



Using a combination of printed guidebooks, media and educational outreach, the YouthXchange program engages young people on issues of sustainable consumption.

**Useful for:** Civil society working with youth, Ministries of Education and Environment and educators

**Outcomes:**

- Implemented in Latin America, Caribbean, West Asia, United Arab Emirates, Philippines and northern African territories
- Innovative channels and networks
- Further partnerships on the way



### Toolkit for Advertising and Marketing Courses



The Toolkit is a flexible and interactive resource for the educators training future marketing, advertising and communications professionals to engage them with sustainable issues in a business context.

**Useful for:** Business teachers and students

**Outcomes:** The toolkit has four modules –

- Sustainable Development: ethics and social practices
- The economic and social context for sustainability communications
- The practice of sustainability communications; from innovation to risk
- Practices and exercises in marketing and communications



### Communicating Sustainability



By identifying principles and best practice for running effective public campaigns on sustainability, this project developed a foundation for outreach across a wide range of audiences.



**Useful for:** Anyone communicating sustainability issues

**Outcomes:**

- Step-by-step guide and organization of highly interactive training sessions
- Material translated into French and Spanish and downloaded over 700,000 times



### Global Survey on Sustainable Lifestyles



The Global Survey asks young adults (18-35 years old) from 20 countries, living in urban areas, to examine their current lifestyles. It provides feedback on perceptions and reactions to visions of sustainable lifestyles.

**Useful for:** Experts, policy makers, NGOs, business, researchers and communicators

**Outcomes:**

- Survey findings highlighting:
  - concerns on poverty and the environment,
  - desire for quality of life,
  - need for infrastructure changes,
  - significant demand for sustainable lifestyles
- Questionnaire translated into 10 languages



### Creative Communities



Creative Communities is an ongoing research project that identifies best practice and makes policy recommendations on grass root social innovations for sustainable urban living and on how to make your daily life more sustainable. It focuses on rapidly developing countries, particularly Brazil, India, China, and Africa.

**Useful for:** Community project leaders, designers and local government

**Outcomes:** 8 common areas of community led projects:

1. Cooperative purchasing groups
2. Local trading exchanges
3. Children's centers
4. Car pooling
5. Agriculture exchanges
6. Elderly care centers
7. Urban vegetable gardens
8. Community nurseries

### Making the Business Case for Sustainable Lifestyles



A series of guidebooks addressing business on opportunities of sustainable production and consumption and on how to promote sustainable lifestyles.

**Useful for:** Business audiences with an interest in sustainable lifestyles

**Outcomes:** Seven guidebooks

1. Business opportunities and challenges
2. Driving business value
3. Consequences for major business sectors
4. Business strategies
5. Public policy framework
6. Opportunities in developing countries
7. Partnerships for SCP



### Introducing Sustainable Lifestyles into African Universities and Colleges



Universities in Egypt, Kenya, Tanzania, Mozambique and Mauritius are combining sustainable lifestyle education with business development skills to promote successful, sustainable entrepreneurship.

**Useful for:** Educators, young entrepreneurs, government and environmentalists

**Outcomes:**

- 10 universities in 5 African universities
- Interactive toolkits, presentations, imagery, audio visuals



### WHERE NEXT?



- Findings, ongoing and off-shoot projects of the Task Force will continue under the Partnership for Education and Research about Responsible Living (PERL)
- Development of recommendations for the 10 Year Framework Programme on SCP focusing on 5 specific areas:
  - Governance and enabling framework
  - Marketing oriented actions
  - Education/training
  - Research
  - Everyday enabling actions

### THANK YOU







# 中国环境标志与可持续消费

## China Environmental Labeling and Sustainable Consumption

环境保护部环境认证中心  
Environmental Certification Center of MEP, PRC

2010.12.3

# 中国环境标志与可持续消费

## China Environmental Labeling and Sustainable Consumption



### I 前言 Preface

### II 中国环境标志基本情况 The status of China environmental labeling program

### III 中国环境标志推进可持续生产与消费 China environmental labeling boost sustainable consumption and production

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www.mepcec.com



## 1 前言 Introduction

### ❖ 可持续消费

❖ 可持续消费是在产品或服务整个生命周期中，自始至终对天然资源和有毒材料的利用最小化，废物与污染物的产生最小化，从而既满足了对服务与产品的基本需求，带来高质量的生活，又不会危害后代人们的需要的一种消费模式。

### ❖ Sustainable consumption

❖ 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.

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## 1 前言 Introduction

### 中国 政府 高度 重视 可 持续 发展 问题

China government make much amount of sustainable development

❖ 中国 政府 提出 全面、协调 可 持续 发展 的 科学 发展 观，加 快 建 设 资 源 节 约 型、环 境 友 好 型 社 会。

❖ The Chinese government put forward a comprehensive, coordinated and sustainable development in scientific development philosophy to accelerate the construction of resource-saving and environment-friendly society.

❖ 可 持续 生 产 和 可 持续 消 费 已 经 成 为 我 国 建 立 环 境 友 好 型 社 会 的 两 个 重 要 领 域 和 基 本 任 务。

❖ Sustainable production and consumption have being become the two important missions on the establishment of environment friendly society in China.

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## 1前言 Introduction

### 中国政府高度重视可持续发展问题

China government make much amount of sustainable development

- ❖ 2005年国务院《关于落实科学发展观加强环境保护的决定》提出：“在消费环节，要大力倡导环境友好的消费方式，实行环境标识、环境认证和政府绿色采购制度”。
- ❖ In 2005, in "On the Implementation of Scientific Development and Strengthening Environmental Protection", the State Council pointed out: "In the consumer aspect, we should vigorously promote environment-friendly consumption patterns, the implementation of environmental labeling, environmental certification and government green procurement system."

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## 1前言 Introduction

### 中国政府高度重视可持续发展问题

China government make much amount of sustainable development

- ❖ 2007年党的“十七大”明确提出中国建设小康社会的奋斗目标，其中之一是建设生态文明，形成新的消费模式。
- ❖ In 2007 The Seventeenth National Congress of the CPC made it clear that China has the goal of building a moderately prosperous society, one of which is the construction of ecological civilization and the formation of new consumption patterns.

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## 1前言 Introduction

### 中国政府高度重视可持续发展问题

China government make much amount of sustainable development

- ❖ 2010年5月，李克强副总理在出席“绿色经济与应对气候变化国际合作会议”时强调：要大力推动绿色生产、绿色流通的同时，特别要积极倡导绿色消费，引导社会公众自觉选择节约、环保、低碳排放的消费模式，推动经济持续、持久的复苏与发展。
- ❖ In May, 2010, the Vice-Premier, Li Keqiang, emphasized once more at "the international cooperation conference of the green economy and dealing with the climatic change": we should actively initiate green consumption and encourage the public to consciously opt for the consumer mode of the thrift.

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## 1前言 Introduction

### 发展可持续消费的时机已经成熟

The time of developing sustainable consumption has been ripe

- ❖ 据研究，在人均GDP达到1000-3000美元阶段，消费就会开始升级和转型，随着经济的进一步增长，社会将进入生态需求阶段。
- ❖ When GDP per capita reach \$1000-\$3000 stage, consumers will upgrade their consumption habit and the society will emerge into the ecological demand stage.
- ❖ 2009年，我国人均GDP达到3600美元，消费者的环境意识和绿色消费需求正快速提升。
- ❖ 2009, China's GDP per capita reached \$3600, the environmental awareness and green consumption demand is quickly promoted.



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# 1 前言 Introduction

## 中国环境标志与可持续消费 China environmental labeling and sustainable consumption

- ❖ 作为一种政策措施和实践工具，中国环境标志计划经过环境保护部长期探索，日趋成熟。
- ❖ As an policy measure and a practice tool, China environmental labeling program gradually improved under the exploration of MEP in long term.
- ❖ 中国环境标志以其特有的方式，在可持续消费领域发挥着积极的作用，并已得到社会各界的广泛认同。
- ❖ China environmental labeling took an positive role in sustainable consumption with its special way, and is getting widely recognition by all aspects of society.

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# 中国环境标志与可持续消费 China Environmental Labeling and Sustainable Consumption

- I 前言 Preface
- II 中国环境标志基本情况  
The status of China environmental labeling program
- III 中国环境标志推进可持续生产与消费  
China environmental labeling boost sustainable consumption and production

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# 2 中国环境标志基本情况 The status of China environmental labeling program

- ❖ 中国环境标志
- ❖ 中国环境标志是一种证明性标志，它作为官方标志表明获准使用该标志的产品不仅质量合格，而且在生产、使用和处理处置过程中符合环境保护要求，与同类产品相比，具有低毒少害，节约资源等环境优势。
- ❖ China environmental labeling
- ❖ China Environmental Labeling is a mark of proof used as the official logo that not only is the sign of the product quality standards, but also has other environmental advantages such as less toxicity harm, resource conservation in comparison to similar products during the production, use and disposal processes in line with environmental requirements.

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# 2 中国环境标志基本情况 The status of China environmental labeling program

## 中国环境标志起源 The origin of China environmental labeling program

- 1993年由前国家环保局发起  
Launched by State Environmental Protection Administration in 1993
- 响应联合国环发大会可持续发展思想  
Response to sustainable development concept
- 由国际生态标签运动倡导和发展  
Advocated and developed in the international Eco-mark movement



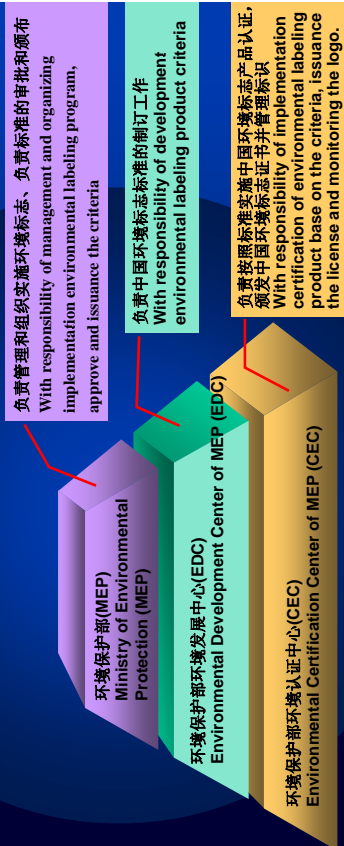
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## 2 中国环境标志基本情况

The status of China environmental labeling program

### 中国环境标志组织结构

Organization structure of China environmental labeling program



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## 2 中国环境标志基本情况

The status of China environmental labeling program

### 中国环境标志宗旨

The tenet of China environmental labeling program

**1** 为实现国家环境保护目标, 充分利用市场机制手段, 促进经济社会的可持续发展, 促进改善环境质量。

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** 以人为本, 促进保护人体健康, 引导科学消费和绿色消费。

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

**3** 以环境标志作为联结公众与可持续发展战略的纽带, 为公众参与环境保护提供途径, 促进可持续消费, 促进循环经济发展。

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

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## 2 中国环境标志基本作用

The status of China environmental labeling program

### 中国环境标志作用

The function of China environmental labeling

中国环境标志

China Environmental Labeling

作为一种有效的补充工具, 支持政府环境保护工作  
 引导行业、企业绿色生产, 实现行业可持续发展  
 提高公众环保意识, 为公众参与环境保护提供途径

As a useful supplement tool, support government environmental protection works  
 Guide industry and enterprises on green production, realize industry sustainable development consumption.  
 Improve environment protection awareness, provide a way for public to join protection environment

发展绿色经济  
 引导绿色消费  
 促进环境与经济的协调发展  
 建设环境友好型社会

Development Green Economics  
 Guide Green consumption  
 Promotion Harmony  
 Development of Environment and Economics  
 Construction Environmentally Friendly Society

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## 2 中国环境标志基本情况

The status of China environmental labeling program

### 中国环境标志产品类别

The category of China environmental labeling product

- I 国际履约类 International protocol
- II 可再生资源类 Recycled and reused material
- III 改善区域环境质量类 Improve local environmental quality
- IV 改善室内环境质量类 Improve indoor environmental quality
- V 保护人体健康类 Human health protection
- VI 促进资源能源有效利用类 Improve resources and energy using efficiency

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## 2 中国环境标志发展基本情况

The status of China environmental labeling program

### 中国环境标志产品种类

- 轻型汽车、生态住宅
- 复印机、打印机、传真机、多功能一体机
- 计算机、显示器、电视机、冰箱、洗衣机
- 水性涂料、人造木质板材、木地板、轻质墙体板材
- 塑料门窗、白乳胶、建筑用塑料管材
- 建筑陶瓷、卫生陶瓷、混凝土
- 办公家具、复印纸、鼓粉盒、文具
- 太阳能集热系统、太阳能热水器

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## 2 中国环境标志基本情况

The status of China environmental labeling program

### The Type of China Environmental Labeling

- ❖ Light Duty Vehicles, Eco-house
- ❖ Copying Machine, Printer, Fax Machine, Multi-functional Machine
- ❖ Computer, Monitor, TV set, Refrigerator, Washing Machine
- ❖ Water Based Coatings, Artificial Wooden Boards, Floor Board, Lightweight Wall Boards
- ❖ Plastic Door & Window, White Emulsion
- ❖ Building Plastic Tubing
- ❖ Building Wares, Sanitary Wares, Ready Concrete
- ❖ Furniture, Copy Paper, Toner Cartridge, Stationery
- ❖ Solar Heat System, Solar Water Heater

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www.mepcec.com

## 2 中国环境标志基本情况

The status of China environmental labeling program

• 已有1800多家企业，40000多种产品获得中国环境标志认证。通过中国环境标志认证的商品每年的产值达到2000多亿元。

• More than 1800 enterprise, 40000 types products award China Environmental Labeling Certification. The total value beyond 200 billion

• 80多项环境标志产品认证种类，并计划以每年完成10项标准的速度不断充实与完善中国的环境标志标准体系。

• Formulate more than 80 categories of environmental label products, plan has made to complete an annual rate of 10 standards.

环境保护部环境认证中心  
www.mepcec.com

## 中国环境标志与可持续消费

China Environmental Labeling and Sustainable Consumption

I 前言 Preface

II 中国环境标志基本情况

The status of China environmental labeling program

III 中国环境标志推进可持续生产与消费

China environmental labeling boost sustainable consumption and production

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### 3 中国环境标志推进可持续生产与消费 China environmental labeling boost Sustainable consumption and production

❖ 支持政府绿色采购，引导绿色消费  
Support green procurement, guide green consumption

|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   |  |
|------|----|----|----|-----|----|-----|-----|---|----|---|----|----|----|---|--|
| 2006 | 5  | 2  | 4  | 9   | 9  | 10  | 5   | 2 | 6  | 3 | 6  | 5  | 9  | 6 | Recycling toner cartridge                      |
| 2007 | 18 | 6  | 8  | 204 | 51 | 78  | 24  | 3 | 10 | 3 | 16 | 8  | 9  | 6 | Copying paper                                  |
| 2008 | 32 | 8  | 18 | 304 | 73 | 93  | 68  | 3 | 13 | 5 | 25 | 18 | 21 | 8 | Solvent-Based wood lacquer                     |
| 2009 | 36 | 12 | 19 | 309 | 88 | 101 | 113 | 4 | 20 | 6 | 32 | 24 | 23 | 9 | Water Tap                                      |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | Solar hot water system                         |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | Solar collector                                |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | Computer/display                               |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | Sanitary ceramics                              |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | Ceramic tile                                   |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | Plastic tubing                                 |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | White latex                                    |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | Plastic door and window                        |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | Wall board                                     |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | TV Set   |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | Furniture                                      |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | Wood floorboard<br>Artificial wood-based board |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | Water-coating                                  |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | Printer/All-in-one machine                     |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | Copier   |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | Light vehicle                                  |
|      |    |    |    |     |    |     |     |   |    |   |    |    |    |   | Category                                       |

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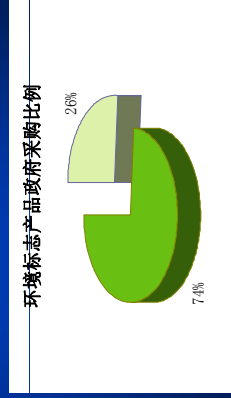


### 3 中国环境标志推进可持续生产与消费 China environmental labeling boost Sustainable consumption and production

❖ 支持政府绿色采购，引导绿色消费  
Support green procurement, guide green consumption

2009年，环境标志产品政府采购金额已达到141亿，占同类产品政府采购的74%。

The environmental labeling product procurement is 74% of those congeneric product and the amount is reach to 14.1 billion in 2009.



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### 3 中国环境标志推进可持续生产与消费 China environmental labeling boost Sustainable consumption and production

❖ 广泛宣传、倡导绿色消费  
Popularize widely, advocate green consumption



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#### ❖ 广泛宣传、倡导绿色消费

Popularize widely, advocate green consumption

- 中国许多重大活动中产品和工程招投标的依据
- the basis of choose product in important events and tendering for construction
- 支持绿色奥运，优先选择环境友好企业作为奥运合作伙伴
- Support green Olympics, priority selecting environmental friendly enterprises as partner of Olympics 2008.



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#### ❖ 广泛宣传、倡导绿色消费

Popularize widely, advocate green consumption

- 与新闻出版总署签署《实施绿色印刷战略合作协议》
- Cooperation with General Administration of Press and Publication on carrying out green printing strategy on environmental labeling
- 中国首批中国环境标志低碳产品认证
- The first batch of China environmental labeling low-carbon product approved and awarded the certification



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### 3 中国环境标志推进可持续生产与消费 China environmental labeling boost Sustainable consumption and production

#### ❖ 广泛开展国际合作，增进中国产品的国际竞争力

Developing international cooperation, promoting the Chinese products international competitiveness



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❖ 广泛开展国际合作，增进中国产品的国际竞争力  
Developing international cooperation, promoting the Chinese products international competitiveness

**发布中德《再生鼓粉盒》共同标准**  
 Issuance for the common criteria of Remanufactured toner cartridge between China and Germany

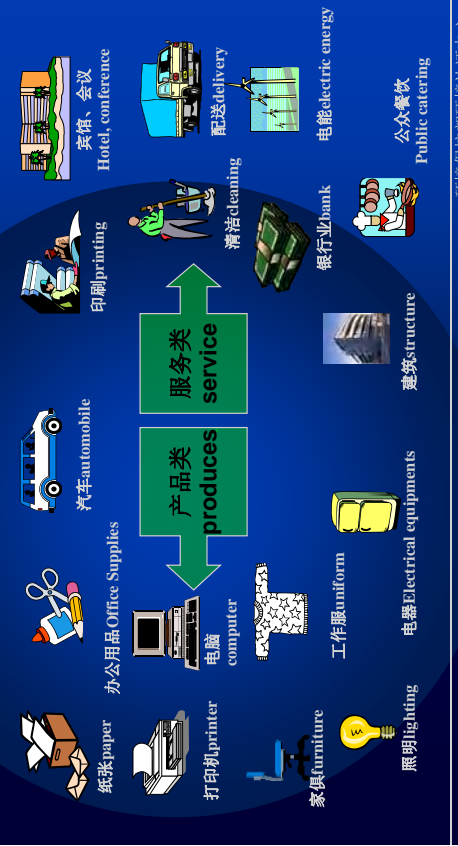
**发布中日韩《计算机共同标准》**  
 Issuance for the common criteria of Computer among China, Japan and Korea

**与德国技术合作公司 (GTZ) 签署“中德低碳产品认证合作协议”**  
 Signed the Sino-German cooperation agreement of low-carbon product certification.

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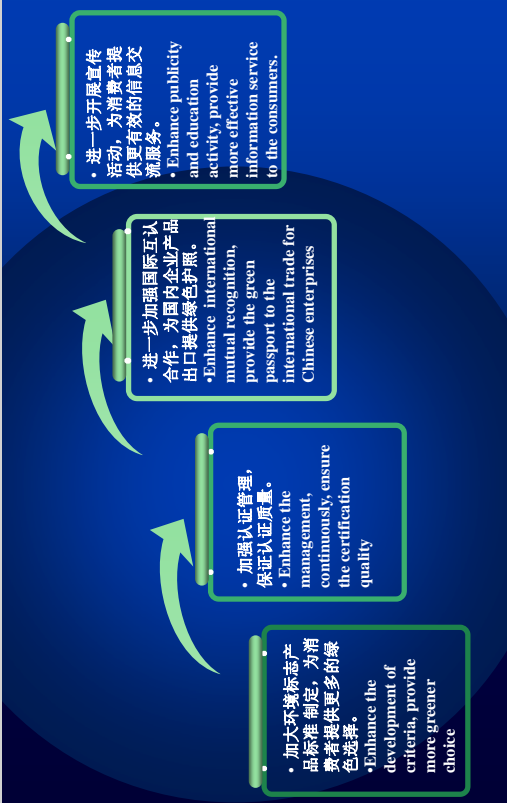
### 3 中国环境标志推进可持续生产与消费 China environmental labeling boost Sustainable consumption and production

❖ 推动中国可持续生产和消费 Promoting sustainable consumption and production



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### 3 中国环境标志推进可持续生产与消费 China environmental labeling boost Sustainable consumption and production



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### 结语 Summary

❖ 中国环境标志在环保部的积极推动和社会各界的关心支持下，历经十多年的努力，已成为中国最具权威的绿色产品认证制度，受到政府、行业、企业、消费者以及国际社会的广泛认同。

❖ Under the positive promotion and support of MEP and all sectors of the community, China environmental labeling has been the most authoritative certification system of green product and has been accepted widely by governments, industry, enterprises, consumers, and international society.

❖ 中国环境标志工作已成为我国建设环境友好型社会、实现节能减排目标的有效措施，也是推进可持续消费、建设生态文明的核心内容和重要抓手。

❖ China environmental labeling has become effective measure of building environmental friendly society and realizing targets of energy saving and pollution emission reduction. At the same time, China environmental labeling has been the core substance and important tool of promoting sustainable consumption and developing ecological civilization.

环境保护部环境认证中心  
www.mepcec.com

谢谢大家!

Thanks for your attention!

[zhangxd@mepcec.com](mailto:zhangxd@mepcec.com)



## Education for Sustainable Consumption Policies and Strategies for the Asia and Pacific Region

5-6 December, 2010  
East Asia Workshop on Education for Sustainable Consumption and Promoting Sustainable Lifestyles  
Beijing Normal University, Beijing, China

Dr. Mee Young CHOI  
Programme Specialist in Education/  
Education for Sustainable Development (ESD) Team Leader  
UNESCO Office, Jakarta  
my.choi@unesco.org

## Table of Presentation Contents

- ▶ What is Education for Sustainable Consumption (ESC) ?
- ▶ What are the international consensus on ESC?
- ▶ What do we expect from ESC?
- ▶ What do we need to do for ESC achievements?
  - Under the concept of Education for Sustainable Development (ESD)?
  - In consideration of policy and strategies at a global level & the regional level in Asia and the Pacific linked with ESD
- ▶ What do we need to consider in challenging ESC for its future direction?
  - Linked with ESD policy and its strategies
  - To actual policy arena and its implementation

## Education for Sustainable Consumption (ESC)

- ▶ The objective is to ensure that **the basic needs of the global community** are met, **quality of life** for all is improved, inefficient use of resources and environmental degradation are avoided.
- ▶ ESC is therefore about providing citizens with the **appropriate information and knowledge on the environmental and social impacts of their daily choices**, as well as workable solutions and alternatives.
- ▶ ESC integrates **fundamental rights and freedoms** including consumers' rights, and aims at empowering citizens for them to participate in the public debate and economy in an informed and ethical way." (UNEP, 2010)
- ▶ Education for Sustainable Consumption (ESC) aims at providing knowledge, values and skills to enable individuals and social groups to become actors of change towards more **sustainable ways of living** (PERL, 2010).
- ▶ Education for Sustainable Consumption is essential in order to secure **a sustainable and safe future for all** and should be part of curricula around the world (Consumer International, 2010).

[www.perlprojects.org/hiim/Project-sites/Responsible-living/Educator-for-sustainable-consumption](http://www.perlprojects.org/hiim/Project-sites/Responsible-living/Educator-for-sustainable-consumption)  
[www.unep.fr/asp/morra-tech/task/forces/pdf/H&NMay2010.pdf](http://www.unep.fr/asp/morra-tech/task/forces/pdf/H&NMay2010.pdf) www.consumersinternational.org

## ESC From UNESCO's Perspectives

- ▶ **Our choices** as consumers today will impact the way people live tomorrow.
- ▶ Sustainable consumption means **consuming goods and services** without harming the environment or society.
- ▶ Living a **sustainable lifestyle** is essential to overcoming poverty and conserving and protecting the natural resource base for all forms of life.
- ▶ ESD promotes **responsible citizenship** and fights against the social and resource impacts of unsustainable lifestyle consumption habits.
- ▶ Education for sustainable consumption is an essential part of **Education for Sustainable Development**.

<http://www.unesco.org/en/education-for-sustainable-development/themes/sustainable-consumption/>

## The ESC from UNEP Perspectives

- ▶ The safeguarding of **basic values** of honesty, integrity, compassion, justice, freedom and peace against the dominance of greed, fraud, excess and violence is an essential principle of sustainable, responsible consumption.
- ▶ **Efficient and wise use of the earth's resources** in order to secure the basic human requirements for existence, the highest quality of life and equitable social and economic development.
- ▶ Sustainable consumption involves **rethinking definitions of human needs and desires**. It encompasses the principles of moderation and sufficiency as means of curbing social, economic and environmental imbalances and of stimulating responsible consumption.
- ▶ Sustainable consumption is founded on **the principle of the oneness of humanity and the right of all to have their basic needs met**. It is also evident that incorporating the concept of responsible consumption into daily actions is a process and must be developed and modified over time in response to changes in society (UNEP, 2010).

[www.per/projects.org/hhmm/project-sites/responsible-living/education-for-sustainable-consumption](http://www.per/projects.org/hhmm/project-sites/responsible-living/education-for-sustainable-consumption)

## ESC Historical Background

- ▶ Sustainable consumption first appeared on the national policy agenda at the **United Nations Conference on Environment and Development (UNCED)** in Rio de Janeiro, Brazil, in 1992 when the link between environmental degradation and the production and consumption of goods and services was officially made.
- ▶ From 16 to 17 April 2007: first International Meeting of the **Task Force on Education for Sustainable Consumption, coordinated by the Italian Ministry of the Environment Land Protection and Sea** was held in Genoa, Italy.
- ▶ The task force was launched by Italy during the **14th session of the UN Commission on Sustainable Development (CSD14)** in 2006 as a contribution to the **'Marrakech Process'**.
  - The meeting served to share best practices in the field of education for sustainable consumption and to develop an international work plan for 2007-2009.
  - The meeting brought together experts from government agencies, national and international organisations working on policies and initiatives linked to education as well as a number of representatives of NGOs, academia and the private sector.

## The Marrakech Process

- ▶ Sustainable consumption first appeared on the national policy agenda at the **United Nations Conference on Environment and Development (UNCED)** in Rio de Janeiro, Brazil, in 1992 when the link between environmental degradation and the production and consumption of goods and services was officially made.
- ▶ The **Marrakech Task Force on Education for Sustainable Consumption** was launched during the 14th Session of the United Nations Commission on Sustainable Development (**CSD14 - New York, May 2006**).
- ▶ The Marrakech Process is a global multi-stakeholder process to support the implementation of **Sustainable Consumption and Production (SCP)** and the elaboration of a **10-Year Framework of Programmes on SCP (10YFP)**.
- ▶ The proposal of the Marrakech Process for the 10YFP will be reviewed by the **Commission on Sustainable Development (CSD) during the 2010/11 two-year cycle**.
- ▶ The Marrakech Process responds to the call of the **World Summit on Sustainable Development (WSSD) Johannesburg Plan of Implementation to support regional and national initiatives to accelerate the shift towards SCP patterns**, thus de-linking economic growth from environmental degradation.

<http://esa.un.org/marrakechprocess/index.shtml>

## What do we expect from ESC?

- ▶ The basic learning outcomes of ESC are: **attitudes, knowledge, skills and behavior** leading to:
  - Critical awareness
  - Ecological responsibility
  - Social responsibility
  - Action and involvement
  - Global solidarity (PERL, 2010)
- ▶ **ESD aims to help people to develop the attitudes, skills and knowledge to make informed decisions** for the benefit of themselves and others, now and in the future, and to act upon these decisions (UNESCO, 2010)

[www.per/projects.org/hhmm/project-sites/responsible-living/education-for-sustainable-consumption](http://www.per/projects.org/hhmm/project-sites/responsible-living/education-for-sustainable-consumption)  
<http://www.unesco.org/en/evd/evrosocope/iges.or.jp/modiles>

## Education for Sustainable Development

*Education for Sustainable Development (ESD) is a vision of education that seeks to empower people to assume responsibility for creating a sustainable future.*" (UNESCO, Paris, 2002)<sup>1</sup>.

*"Education for Sustainable Development (ESD) is a learning process (or approach to teaching) based on the ideals and principles that underlie sustainability and is concerned with all levels and types of learning to provide quality education and foster sustainable human development – learning to know, learning to be, learning to live together, learning to do and learning to transform oneself and society."* (UNESCO website, Accessed 8 Nov. 2010)



1. Education for Sustainability – from the 2002 World Summit from a Decade of Commitment in Paris, 2002  
2. <http://unesdoc.unesco.org/images/0014/0014624/06eng.pdf>  
Accessed 8 Nov. 2010

## ESD at Global Level

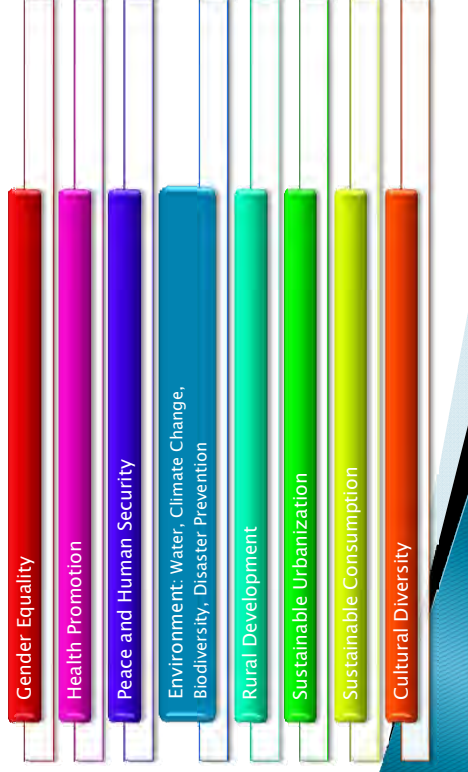
### STRATEGIES

- Provide a situational analysis of key sustainable development issues and their relevance to education, training and public awareness;
- Identify key stakeholders involved in ESD;
- Develop country-based goals and strategies for ESD;
- Identify lead agents and an implementation mechanism (including roles and budgets);
- Establish a multi-stakeholder forum or committee to steer implementation; and
- Establish a monitoring and evaluation system to ensure continuous improvements

### POLICIES

- Advocacy and vision-building;
- Consultation and ownership;
- Partnership and networks;
- Capacity-building and training;
- Research and innovation;
- Information and communication technologies (ICTs);
- Monitoring and evaluation

## The Priorities of ESD within education parameter (DESD Themes)



## Learning for Change: UNESCO Asia-Pacific UNDESD Strategy (2005–2014)

### ➤ Vision

Every person in the Asia-Pacific region learns how to acquire and adapt their knowledge and behaviour to contribute to change for a sustainable future and take responsibility for their actions in consideration of others.

### ➤ Mission

To develop partnerships and synergies with a variety of partners through all forms of quality learning to empower individuals to make informed, appropriate decisions in our future.

### ➤ Future Direction

- **Enhancing synergies with different education initiatives** to strengthen ESD partnership
- **Developing and strengthening capacities** for ESD
- **Building, sharing and applying ESD** related knowledge
- **Advocating for ESD and increasing awareness** as well as **understanding of sustainability**

## Economic Growth

- Following extraordinary GDP growth rates in recent decades, the Asia-Pacific region has, since 2006, become the world's second largest aggregated economy – accounting for 29% of global GDP.

Figure 16.5 GDP growth rate of Asia-Pacific subregions, 2007-2008

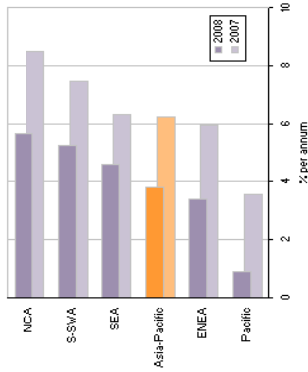
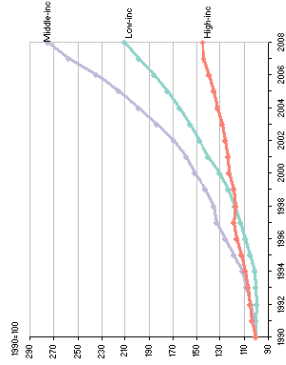
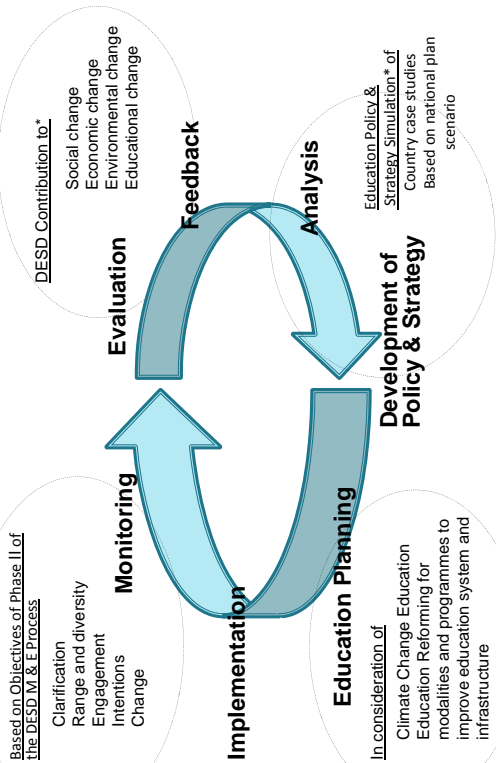


Figure 16.3 Index of change in GDP, by income groupings of Asia-Pacific countries, 1990-2008



Development of ESD Indicator in consideration of Education Planning Cycle



DESQ Contribution to: - Based on the draft of "A literature review on processes and learning for ESD, DESQ M & E meeting in Paris on 16-19 Nov., 2010, 304-33 & E meeting in Paris on 16-19 Nov., 2010, 304-33 Education Policy & Strategy Simulation - Please refer to Background paper for Education Policy & Strategy Simulation Monitoring Report 2010" submitted by Chang, Martinez and Mputu in 2009

## Poverty Status

Population living below \$1.25 (2005 PPP) a day

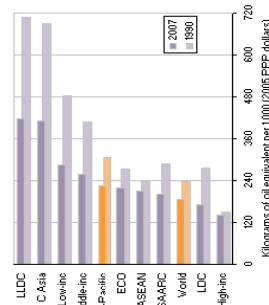
|                                 | 1990             | 1996             | 2002             | 2005             |
|---------------------------------|------------------|------------------|------------------|------------------|
| <b>East and North-East Asia</b> | <b>58.0</b>      | <b>35.2</b>      | <b>27.4</b>      | <b>15.4</b>      |
| China                           | 60.2             | 36.4             | 28.4             | 15.9             |
| DPR Korea                       |                  |                  |                  |                  |
| Hong Kong, China                |                  |                  |                  |                  |
| Japan                           |                  |                  |                  |                  |
| Macao, China                    |                  |                  |                  |                  |
| Mongolia                        | 18.8 (95)        | 15.5             | 22.4             |                  |
| Republic of Korea               | 2.0 (98)         |                  |                  |                  |
| <b>South-East Asia</b>          |                  |                  |                  |                  |
| <b>Brunei Darussalam</b>        |                  |                  |                  |                  |
| Cambodia                        | 48.6 (94)        |                  |                  | 40.2 (04)        |
| Indonesia                       |                  |                  |                  |                  |
| Lao PDR                         | 55.7 (92)        | 49.3 (97)        | 44.0             |                  |
| Malaysia                        | 2.0 (92)         | 2.1 (95)         |                  | 2.0 (04)         |
| Myanmar                         |                  |                  |                  |                  |
| <b>Philippines</b>              | <b>30.7 (91)</b> | <b>28.1 (94)</b> | <b>22.0 (03)</b> | <b>22.6 (06)</b> |
| Singapore                       |                  |                  |                  |                  |
| Thailand                        | 5.5 (92)         | 2.0              | 2.0              | 2.0 (04)         |
| <b>Timor-Leste</b>              |                  |                  |                  |                  |
| Viet Nam                        | 63.7 (93)        | 49.7 (98)        | 40.1             | 21.5 (06)        |

http://www.unescap.org/stat/data/y2009/16-Poverty-and-

## Energy Consumption

- The Asia-Pacific region is consuming increasing amounts of energy. Since 1990, consumption has risen by two thirds – largely driven by middle-income economies such as China and India, where energy has been used to fuel rapid economic growth.

Figure 28.2 Apparent energy consumption (supply) per unit of GDP, global regions, 1990 and 2007



- Despite rising energy consumption over the past two-and-a-half decades, for many countries: reduction in energy consumed per unit of GDP.

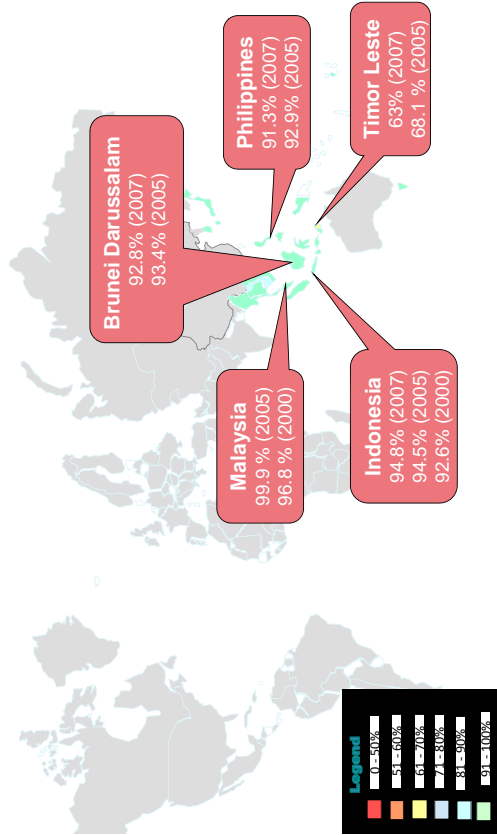
- Nevertheless, some countries need to make greater efforts to reduce consumption of energy and the production of greenhouse gases.

- Other countries that are developing rapidly now have the opportunity to do so in a manner that reduces their long-term dependence on imported fossil fuels.

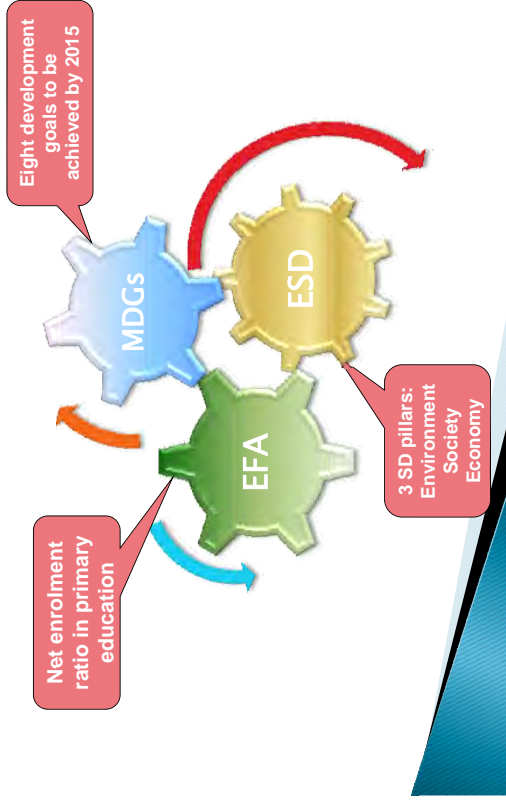
- If they follow a sustainable energy path and consume energy wisely, they will save millions of dollars that can be used for other development purposes (UNSCAP, 2009).

http://www.unescap.org/stat/data/y2009/28-Energy-supply-and-use.asp

## Net Enrolment Ratio (NER) in Primary Education



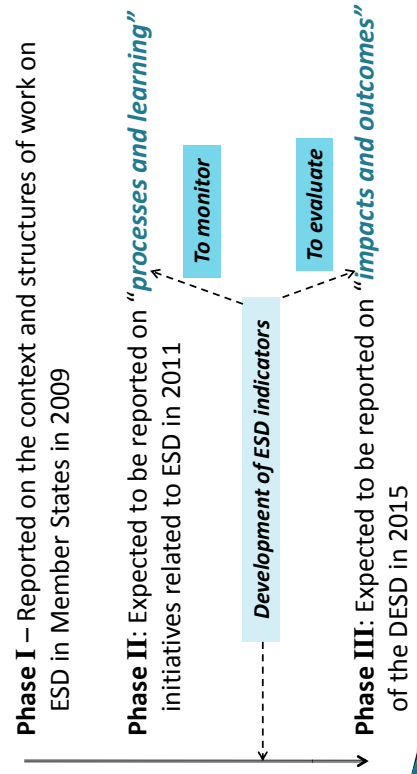
## Why do we need ESD?



## ESC Challenges

- The overriding challenges related to sustainable consumption are:
  - To respect the earth and life in **all its diversity**;
  - To care for the **community of life** with understanding and compassion;
  - To adopt **patterns of consumption and production** that safeguard human rights and community well-being as well as the regenerative capacities of the earth and to ensure that economic activities at all levels promote human development in an equitable and sustainable manner.
- More specifically, these challenges involve participating in the ongoing values debate about:
  - Quality of life:**
    - Developing critical analysis of information;
    - Controlling the human impact on nature;
    - Preventing lifestyle-related illnesses;
    - Exercising social responsibility; and
    - Maintaining public discourse in order to guarantee accountability (UNEP, 2010)

## Global M & E of DESD Implementation Reports



## **Objectives\* of Phase II of the DESD M & E Process**

### ► Clarification

To clarify which learning processes should be promoted to facilitate learning in ESD and to identify learning opportunities (projects, programmes or activities) in ESD that in turn promote and facilitate sustainable development

### ► Range and diversity

To capture the range of levels and settings of education (formal, non-formal and informal), where the processes and learning for ESD are taking place

### ► Engagement

To identify who is involved in the processes and learning for ESD (as providers, funders, recipients and beneficiaries) and to identify how the stakeholders mentioned are involved in the processes and learning in ESD)

### ► Intentions

To determine what existing process for ESD aim to achieve – whether the processes have normative aims (for ESD aim to achieve – whether the processes have normative aims (for example, including ESD curricula) and/or learning aims (for example, increase and enhance the awareness of ESD and capacity-building of stakeholders)

### ► Change

To examine (i) what has started to change; (ii) what has been learnt in the process of reorienting education systems towards ESD; (iii) whether opportunities for ESD outside of education systems have increased; and (v) to what extent it is contributing to advancing sustainable development specifically in the context of processes and learning

Objectives\* - Based on Global Monitoring and Evaluation Framework Phase II



UNESCO Jakarta  
Cluster Office to Brunei  
Darussalam, Indonesia,  
Malaysia, the Philippines and  
Timor Leste  
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## **Objectives\* of Phase II of the DESD M & E Process**

### ► Clarification

To clarify which learning processes should be promoted to facilitate learning in ESD and to identify learning opportunities (projects, programmes or activities) in ESD that in turn promote and facilitate sustainable development

### ► Range and diversity

To capture the range of levels and settings of education (formal, non-formal and informal), where the processes and learning for ESD are taking place

### ► Engagement

To identify who is involved in the processes and learning for ESD (as providers, funders, recipients and beneficiaries) and to identify how the stakeholders mentioned are involved in the processes and learning in ESD)

### ► Intentions

To determine what existing process for ESD aim to achieve – whether the processes have normative aims (for ESD aim to achieve – whether the processes have normative aims (for example, including ESD curricula) and/or learning aims (for example, increase and enhance the awareness of ESD and capacity-building of stakeholders)

### ► Change

To examine (i) what has started to change; (ii) what has been learnt in the process of reorienting education systems towards ESD; (iii) whether opportunities for ESD outside of education systems have increased; and (v) to what extent it is contributing to advancing sustainable development specifically in the context of processes and learning

Objectives\* - Based on Global Monitoring and Evaluation Framework Phase II



**Session 2 – Summary of Dialogues**  
**Country Case Studies of the Governmental Capacity for implementing  
effective Education for Sustainable Consumption**

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**Chairman:** Dr. Soon Young Bae – Korea Consumer Agency

*Education for Sustainable Consumption – Ideas and Practices in Informal Education Area (Beijing Case)*

Presentation: Center for Environmental Education and Communications, MEP, Ms. Yang Ke

*China Case Study on Governmental Capacity for ESC Implementation*

Presentation: Beijing Normal University, Dr. Tian Qing

*Korea Case Study on Governmental Capacity for ESC Implementation*

Presentation: Consumers Union of Korea, Dr. So-Young Lee & Dr. Jung Hwa Kang

**Ms. Yang Ke** from the Center for Environmental Education and Communication-MEP and Beijing CEEC gave an overview of local activities on ESD at Beijing CEEC and explained that it is part of the Beijing Environmental Protection Bureau. Their work focuses on the modalities of bringing SC from idea to action which involves support from several sectors of society including policy, production, markets etc. She told that people have awareness and information, but cannot implement and need enablers and encouragement. Practical solutions are needed to make the vision of sustainable consumption a reality. Among others, these can include information networks that focus on local level awareness. Ms. Yang Ke also pondered what would be the best way to encourage and educate people to follow sustainable lifestyles and concluded that there are many options for educating on sustainable consumption. In China, she elaborated, ESC is not as popular as ESD. Issues that are considered important by the Ministry of Environmental Protection are not equally acknowledged as a priority for the Ministry of Education. How to bridge this gap? She explained about Beijing's air pollution problems and the measures to improve air-quality including banning yellow license plate vehicles (yellow license plate is high polluting vehicle) and changing heating in houses from coal to electricity. Top-down management has proven difficult, if it cannot win people's support. This claim was substantiated in the example of a voluntary car free day. Finally, Ms. Yang Ke summarized the large scale public effort on broadcasting information on environment issues for awareness-raising and the fact that the MEP is advocating for cooperation from other agencies and ministries.

**The Q&A** focused on how to integrate environmental knowledge into education system, to which responses clarified that it should be the role of Beijing environmental education center. There are many initiatives on consumption and low-carbon. Cooperation with NGOs and better funding are both areas that could significantly improve implementation.

Environment and health (such as bicycling) can be combined and change from forced into voluntary behavior.

Dr Tian from Beijing Normal University commented that the Chinese system is centralized. It has some advantages (eco-socialism) and can be used for education. But because ESC is cross-sectoral it should have more than one ministry working on ESC. In 2007, the NDRC worked with 17 ministries to enact a policy to construct resource-saving society. Then the Ministry of Education gave a sub-policy on this issue. Thus everyone became concerned. Now for the ESC case, similar actions could take place to effectively integrate ESC concerns horizontally into policy making. The presenter answered that many governments are working on this integration issue but it is very hard. MEP have centres in every province and at the city level. Ministry of Education does not, but it should have similar structure if they are to become equally well-represented at the local level.

**Dr. Tian from Beijing Normal University** gave a presentation on the China Country Case study on Governmental Capacity for ESC implementation. She summarized the findings of her research showing for instance only 9 ministries have mandates on SD or ESD. But in their policies they use different words. There were 2 agencies with focus on ESD and ESC: NDRC and MEP. There had been problems with access to the Ministry of Commerce and in general with access to information. The Ministry of Education had been quite passive. Most of the ministries had blankly refused to give interviews. However, in total four ministries and eight offices did welcome interviews. For NGOs eight persons were interviewed from three international and five national organizations. Governmental work on ESC is fragmented and not systematic. The MEP needs more training from the Ministry of Education or from academia to better understand ESC.

**The Q&A** session gave rise to comments and questions regarding the fact that many ministries had refused to be interviewed. Notably, the Shangri-la Institute would like to cooperate in the finalization of this report if it could be of any help. Another question asked pertained to the difference between ESD and ESC, since perhaps some ministries are not aware of the concept and therefore not ready to answer questions about it. A third question considered if there is a real need for a whole new initiative like ESC or could this be better treated under the ESD or SCP frameworks? Dr. Tian answered that indeed there were many concepts and that ESD is an umbrella. She also said that EE and ESD are now addressing the same concepts, and that both of these can function as umbrella concepts to others like ESC.

**Dr. Soo-young Lee and Dr. Jung Hwa Kang** from Consumers Union of Korea gave their presentation on the Korea Country Case study on Governmental Capacity for ESC implementation. They summarized about their interviews that people in charge of the agencies were very interested in ESD, ESC, and green growth (GG). Main actors included “all actors”, but the government is the highest responsible actor at this moment, whereas the

civil society is seen as a practical performer. Nowadays, governance aspects between actors is more important than before, and is an important point for further researched. The current focus of governmental policy is more on GG than sustainable development. Sustainable consumption is an ideal target, but green consumption seems to be more suitable for Korea for the time being. There are different strategies among the ministries for promoting ESC and a pan-national action network has been established. NGOs are not working very well with the government as there is little communication from one sector to the other. There are currently only three government officers working on sustainable consumption and ESC. The presenters explained that the Consumers Agency wants clarification on who is responsible for dealing with the issue of ESC. The vision for GG should incorporate the concept of a sustainable society as well, but has not yet gone that deep. NGOs appear very critical about government's objectives and believe that their explanation on lacking progress is an excuse. NGOs suggest horizontal partnerships and governments need to be more effective in promoting this cooperation.

**The Q&A** included comments on the gaps between government and NGOs, and UNEP offered to play a facilitating role in promoting this cross-sector cooperation. Other participants wanted to know whether if priority areas had been defined for influencing consumer behavior. Finally, the participants debated the differences between sustainable consumption and green consumption. It was put forth that green consumption is about the goods or service that are purchased while sustainable consumption is broader and should be done only by developed countries. It was also explained that Korea currently focuses most on production, industry and green technology with the goal that when production is green enough then consumers will choose green goods by themselves.



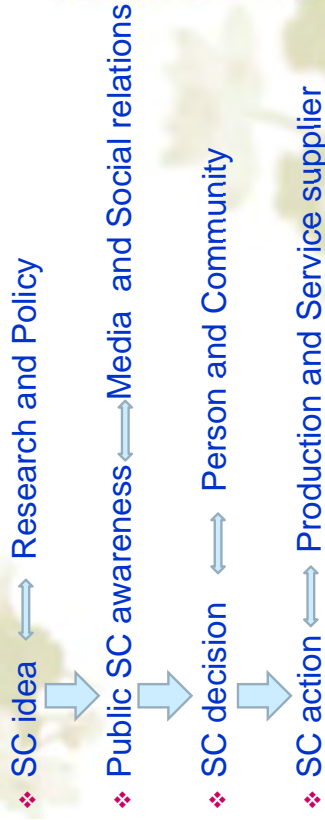
## EDUCATION FOR SUSTAINABLE CONSUMPTION

— Ideas and Practices in Informal Education Area

YANG KE

Beijing (China), December 5<sup>th</sup>, 2010

## From SC idea to SC action



## Overcoming Value-Action Gap

- ❖ Information
- ❖ Awareness
- ❖ Engagement
- ❖ Enabled
- ❖ Encouraged

## ESC in non-formal and Informal Education

- ❖ Vision:
  - ↻ Raising public SC awareness
  - ↻ Promote personal and community SC decision
- ❖ Solution:
  - ↻ Support the public with SC information and network
  - ↻ Engage, enabled, and encourage people to take SC action

## Difficult Questions

- ❖ Q1: How can a social movement towards sustainable lifestyles be stimulated through top down and bottom up approaches?
- ❖ Q2: How can awareness and social involvement be stimulated at local levels?
- ❖ Q3: How can the media and ICT be useful tools?
- ❖ Q4: How does recognizing a person's many roles — parent, community member, consumer etc — help in achieving sustainability?
- ❖ Q5: What is the best way to educate people about the impact of their lifestyle and to encourage more sustainable behaviors.

— from *TASK FORCE ON SUSTAINABLE LIFESTYLES* report 2010

## Q1: Top down and bottom up approaches?

- ❖ **Top down**
  - SCP policies and strategies
  - SCP Laws and regulations
  - Public communication with SCP information
  - Enable and encouragement initiatives
- ❖ **Bottom up**
  - Personal get information and awareness raising
  - Personal and community engagement and decisions
  - Social SC actions

## Q2: Stimulated at local levels?

- ❖ **Stimulate in local authorities**
  - Stimulate local SCP policies and strategies
  - Stimulate local SCP Laws and regulations
  - Stimulate SC communication with local citizens
- ❖ **Stimulate in local citizens**
  - Stimulate personal awareness
  - Stimulate local enable and encouragement initiatives
  - Stimulate personal and community decisions
  - Stimulate social actions

## Q3: Media and ICT tools?

- ❖ **Media**
  - as a way to communicate with local citizens with SC policies, strategies, laws and regulations and other information.
  - as a way to raise personal awareness
  - as a way to encourage personal and community engagement and decisions
  - as a way to give good local SC examples
- ❖ **ICT tools**
  - SC information
  - SC education
  - SC network and communication

## Q4: Recognizing person's roles?

❖ Integrating the following four factor into person's roles in promoting Sustainable lifestyle:

- 知 Knowledge - Information
- 情 Emotion - Awareness
- 意 Willingness - Encouragement
- 行 Action - Enable and engagement

## Q5: Best way to educate people?

❖ Suitable way is the best way

- good vision
- clear information
- availability
- feasibility

## Case study: How to promote ESC in Beijing

## Top down approaches

❖ Meet the Policies and strategies (City development Future Vision):

- Livable City
- Green Beijing
- World City

## Beijing Municipality Blue-Sky Target

- ❖ Improve air quality
  - 🌀 Target: 266 days (73%)  $\geq$  II
- ❖ Pollutants control
- ❖ Phase out Yellow license plate vehicles
  - 🌀 106,000 vehicles are phased out in 2009
  - 🌀 50,000 vehicles will be phased out at the end of 2010
  - 🌀 Yellow license plate vehicles are banned on & within the sixth ring road region since January 1, 2011

## Beijing Municipality Blue-Sky Target

- 🌀 Change coal to electricity in downtown old houses
  - ❖ 180,000 families changed from coal to electricity in Beijing since 2003
  - ❖ In 2010, 11, 671 families on 77 streets changed from coal to electricity
- ❖ Public communication and education by Beijing EPB
  - 🌀 media communication meetings for phase out Yellow license plate vehicles, 700 media reports on this issue

## Connections Between Top down and Bottom up

- ❖ Environmental information Disclosure
- ❖ Public participation

## BEEC's role as the Connection

- ❖ Air-quality Broad Casting programme
- ❖ Air-quality TV programme
- ❖ Public Environmental Initiatives
  - 🌀 "Driving One Day Less"
  - 🌀 University Students' Environmental Cultural Week
  - 🌀 Environmental Protection Photo Competition
  - 🌀 Capital City Environmental Volunteers' Network
  - 🌀 Questionnaire survey on Beijing citizens' environmental awareness

## Beijing Public Net for Environmental Protection www.bjee.org.cn



## Air-quality Broadcasting programme

Since March 18th, 2008, Beijing Air Quality Broadcasting Programme initiate in channel City Management Broadcast, at Beijing People's Radio Station, supported by Beijing Environmental Protection Bureau

### Period:

- ✦ 7: 27 am
- ✦ 13:57pm
- ✦ 17:27pm

### Content:

- ✦ Air quality forecasting and daily informing
- ✦ Beijing Environmental News
- ✦ Environmental Scientific knowledge
- ✦ Local environmental policies and regulations
- ✦ Local environmental protection cases
- ✦ Green lifestyle-service

## Air-quality Broadcasting programme

### Survey (November 1- 30, 2010) :

- ✦ 90 volumes ABC programme,
- ✦ 6 volumes are about local environmental policies and regulations (6.7%)
- ✦ 17 volumes are about social environmental initiatives and campaigns (18.9%)
- ✦ 41 volumes are about Sustainable Consumption (45.5%)



## Analyze the sustainable consumption issues

1. identifying the problem: Air pollution
2. recognizing the immediate causes: Car emission
3. finding the underlying causes: Reduce emission
4. clarifying the principles/values guiding action: green transportation
5. reflecting on one's own experiences: Heavy traffic at rush time
6. mapping alternative solutions
  - ✦ Driving One day less (voluntarily)
  - ✦ Phase out high pollution vehicles (Yellow license plate vehicles)
7. considering initiatives for change
  - ✦ Bicycling in Beijing
  - ✦ Low carbon public transportation card
  - ✦ PSAs for Phase out Yellow license plate



## Bicycling in Beijing



低碳环保行

## “Driving One Day Less, Using Low Carbon Public Transportation Card”



## Why Phase out Yellow License Plate Vehicle



Pollutants emitted by a 6-liter diesel engine vehicle of National II emission standards in one hour

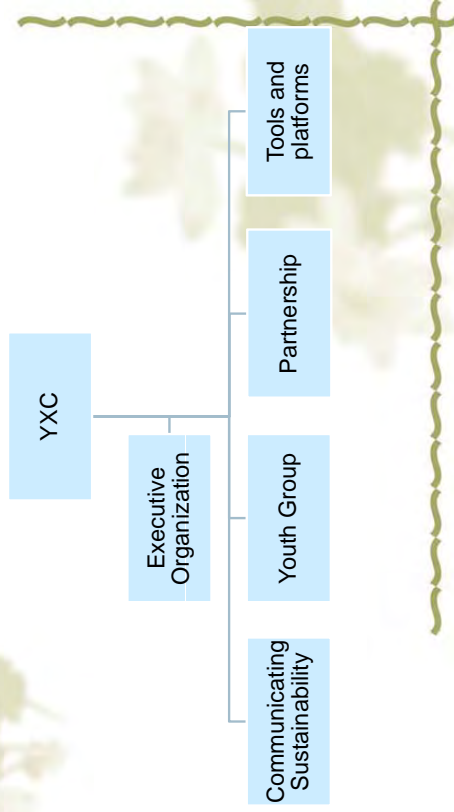
## Youth X Change Project in China



## Development of the YXC project in China

- ❖ 2005: Translation and Distribution of Youth X Change Guidebook (2003 version) to School students and teachers.
- ❖ 2010: Localization and Distribution of Youth X Change Guidebook(2008 version) and training workshop for youth

## Structure of the YXC project



## Project Contents

- ❖ Adaptation and translation of YXC guide book with 50% local cases and 50% local pictures.
- ❖ YXC Leadership training workshop for youth (University environmental students' group leaders).
- ❖ Follow up activities.

## Objectives

- ❖ To communicate and educated the youth with the concepts of Sustainable Consumption with the introduction the latest YXC Chinese versions of the YXC Guidebook (hard copy and e-copy) ;
- ❖ Enhance the capacities of young environmental leaders in ESC with workshops with gathering lessons learned, best practices and existing tools at both the national and international level, and support the uptake of these concepts in their daily life.
- ❖ Encourage and support participants in interactive discussions and group exercises to promote an understanding of the important concepts of ESC and to implement ESC initiatives.

## Results

- ❖ Publish the new Chinese version of YXC guidebook with updated local cases and photos so that collection of visions of sustainable lifestyles from China can enrich the existing work of UNEP's Global Survey on Sustainable Lifestyles.
- ❖ About 40 Young environmental leaders are trained on the concepts of ESC through the use of the UNEP UNESCO YouthXchange Training kit and website so that they are able to understand, communicate and teach about sustainable lifestyles and YXC in Beijing as well as in China.
- ❖ Collect Chinese youth practices and cases in promoting sustainable consumption and lifestyle to enrich experience sharing in YXC website and networks in national and international level.

## To Be Creative to Find the Solution



THANK YOU FOR YOUR ATTENTION !



## Government Capacity Research on Sustainable Consumption and Education for Sustainable Consumption

### – China case

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## Contents

- ❖ Background
- ❖ Collecting the research materials
- ❖ Preliminary conclusion
- ❖ Preliminary suggestion

## Background

- ❖ After the Johannesburg's World Summit on Sustainable Development, UNEP and UN Department of Economic and Social Affairs initiated the Marrakech Process to promote sustainable consumption and production worldwide.
- ❖ Then, in this year, IGES designed this compared research project, supported & coordinated the co-operation among China, Japan and Korean to make corresponding research

## Collecting the research materials

- ❖ Collecting government documents and program report of NGOs in Sustainable Consumption and Education for Sustainable Consumption from website

# Collecting the research materials

❖ Collecting research materials by interviewing government officers and program officers in NGOs

| No. | Government  | Feature   |
|-----|---|---|
| 1   | State Council                                     | Mid level in No.; Wide in range                       |
| 2   | National Committee of Development and Reform      | Higher level in No.; Wide in range                    |
| 3   | MEP   | Higher level in No.; Wide in range                    |
| 4   | Ministry of Finance                               | Mid level in No. Focus on special production          |
| 5   | Ministry of Commerce(China Consumer Association)  | Mid level in No. Focus on special thing               |
| 6   | Press and Publishing Administration               | Low in level in No.                                   |
| 7   | Ministry of Agriculture                           | Mid in level in No.                                   |
| 8   | Forest Administration                             | More than Mid level in No.                            |
| 9   | MOE   | Less than Mid level, passive, more actions in schools |
| 10  | Ministry of Industry and Information              | More than Mid level in No.                            |
| 11  | Beijing Committee of Development and Reform       | Focus on implement the policy at local level          |
| 12  | Beijing Municipal Environmental Protection Bureau | More actions implementation                           |

## Interview

### Central Government

| No. | Category           | Government                                       | Division                                    | Position        | Date                                    | Confirm |
|-----|--------------------|--|---|-----------------|---|---------|
| 1   | Central Government | MEP  | Environmental Certification C               | Deputy Director | Afternoon, 11 <sup>th</sup> Oct., 2010  |         |
| 2   | 4 Ministries       |  | Propaganda section of CEEC                  | Deputy Director | Morning, 27 <sup>th</sup> Oct., 2010    |         |
| 3   | 8 officers         |  | Comprehensive Section of CEEC               | Director        | Afternoon, 1 <sup>st</sup> Dec., 2010   | ? ?     |
| 4   |                    |  | Edu. section of CEEC                        | Prog. Manager   | Noon 1 <sup>st</sup> Dec., 2010         | ? ?     |
| 5   |                    | National Committee of Development and Reform     | International economic co-operation section | Director        | Afternoon, 29 <sup>th</sup> Sept., 2010 |         |
| 6   |                    | China Consumer Association, Ministry of Commerce |   | Deputy Director | Morning, 3 <sup>rd</sup> Sept., 2010    |         |
| 7   |                    | MOE  | Curriculum section                          | Director        | Noon 10 <sup>th</sup> Sept., 2010       | ? ?     |
| 8   |                    |  | Learning and teaching material section      | Director        | Afternoon 10 <sup>th</sup> Sept., 2010  | ? ?     |

## Local Government

|    |   |   |                                  |                 |                                       |
|----|---|---|----------------------------------|-----------------|---------------------------------------|
| 9  | Local Government<br>1 organization<br>2 persons | Beijing Municipal Environmental Protection Bureau | Propaganda and Education Section | Director        | Afternoon, 16 <sup>th</sup> Nov. 2010 |
| 10 |   |   | Propaganda and Education Section | Deputy Director | Afternoon 16 <sup>th</sup> Nov. 2010  |

## NGOs

|    |  |   |                   |                    |  |
|----|--|---|-------------------|--------------------|--|
| 11 | International NGO<br>3 organizations and 4 persons | Green Peace                               | Food program      | Pro. manager       | Noon, 17 <sup>th</sup> August, 2010      |
| 12 |  |   | Forest program    | Pro. Manager       | Afternoon 17 <sup>th</sup> August, 2010  |
| 13 |  | Forest Stewardship Council (FSC)          |                   | Pro. Manager       | Morning 30 <sup>th</sup> August, 2010    |
| 14 |  | Institute of Sustainable Community        |                   | Assistant of Chief | Morning, 30 <sup>th</sup> August, 2010   |
| 15 | Local NGO<br>4 organizations, 4 persons            | Shanshui conservation Center              |                   | Director           | Afternoon 27 <sup>th</sup> August, 2010  |
| 16 |  | Global village                            | Community program | Pro. Manager       | Morning, 19 <sup>th</sup> August, 2010   |
| 17 |  | Global Environmental Institute            | Energy program    | Pro. Manager       | Afternoon, 30 <sup>th</sup> August, 2010 |
| 18 |  | China Youth Climate action Network(CYCAN) |                   | Pro. Manager       | Morning, 20 <sup>th</sup> August, 2010   |

## Preliminary conclusion: What have been done in SC?

- ❖ **Government**
- ❖ 1 Government think SC is one of the key area for the low-carbon society construction.
- ❖ 2 Had done some important works, but there are still great potential to promote deeply and widely in the future
- ❖ 3 Government is powerful, has great wide influence in propaganda
- ❖ 4 The effects of the policy resulted from cross-Ministry are good.
- ❖ 5 It needs the leading section to promote SC. Now it's MEP
- ❖ 6 MEP promote SC with very great efforts
- ❖ 7 Once the central government enacted policy and ensured the fund, there is no problem for the local government to implement.
- ❖ **NGO**
- ❖ 1 NGOs think SC is key to Sustainable Development
- ❖ 2 Have started to do some works, but there are still huge potential to promote more in the future
- ❖ 3 NGO is with good flexibility, their implementation have deeply influence in action
- ❖ 4 The effects of program with crossover co-operation with varied stakeholders are good and have deep influence
- ❖ 5 It needs special program to promote SC, which exist in some NGOs work like Green Peace, FSC, etc.
- ❖ 6 Not many NGOs promote program in SC, the range of the exit program are limited in some items like food and forest
- ❖ 7 NGO can promote SC with supports from both fund and capacity.

## Preliminary conclusion: Problem, difficulty and obstruction in SC

- ❖ **Government**
- ❖ 1 Lack of corresponding education to help the leading section to promote SC.
- ❖ 2 Once touch with the economic area, there will be obstruction from other administration powers to disturb the works of the leading section like MEP
- ❖ 3 There are challenges to promote cross-Ministry co-operations.
- ❖ **NGO**
- ❖ 1 Lack of cognition and capacity building to help NGO to promote enough SC program.
- ❖ 2 NGO depends on fund to survival and work, no fund no work.
- ❖ 3 The co-operation work of crossover is not enough far away, and lack of the awareness of crossover in NGO.

## Preliminary conclusion: Education for Sustainable Consumption

- ❖ **Government**
- ❖ 1 It was called green consumption in China not use the word of SC. There is some works about ESC, but fragmentary in other certain programs and lack of system design
- ❖ 2 Lack of ESC in the program of SC. It's really need ESC to help to promote SC easier
- ❖ 3 The propaganda and education sections in government depart from the needs from the professional section of SC.
- ❖ 4 The fund is a big problem when promote ESC, from central government to local.
- ❖ 5 It's very necessary to make system design to promote ESC under the centralized system to promote and construct Eco-socialism.
- ❖ **NGO**
- ❖ 1 There is some works about ESC, but fragmentary in other certain programs, and lack of special program to make it have deep influence
- ❖ 2 The program on SC needs help from awareness of consumer, and give consumers some suggestion and knowledge
- ❖ 3 The work in NGO sometimes depart from or not depend on the priority issues in reality but depend on the willingness of donors, because of their struggles to survival.
- ❖ 4 Fund frequently decides the direction of NGO's focus. So works in NGO are imported and guided by fund. Lack ability of self-professional guiding and self-capacity building in NGOs.
- ❖ 5 NGOs concern more about implementing some concrete works in details, but ignore to promote policy-making, which is one of important mission of NGO and should not be ignored.

## Preliminary suggestion

- ❖ Leading section and crossover co-operation promote the policy together are necessary
- ❖ Varies channels for fundraising, eg. Government, CRS, international Capacity building: Not only to the government, but also to the educators to equip them with the willingness and capacity to implement ESC.
- ❖ Construct the Eco-socialism to promote the society to the direction of Sustainability: The government should concern about top-level design to the EE/ESD and ESC. The action plan in ESC should be designed in system way in order to promote and implement it successfully including identifying the target group, implement ways and channels, education tools and methods, leading section, aims in different stages and evaluation tools, etc.
- ❖ Strengthen the crossover co-operation among government, higher education, research institute and civil society.
- ❖ Strengthen the international co-operation, communication, dialogue and understanding

Thanks for your attention!

| No. | Government  | Content   | Feature                                      |
|-----|---|---|--|
| 1   | State Council                                     | Save energy, pollution emission reduction, resource-saving society, low-carbon society, consumption tax discount (include law and policy)   | Mid level in No.; Wide in range              |
| 2   | National committee of development and reform      | 1 Co-ordinate policy of varied Ministries: energy (water and electric), production (Sci. & Tech., Industry and Information, Construction, Agriculture and Forest, etc), financial and traffic (tax, commerce ministry)<br>2 Focus on government purchase<br>3 Promote low-carbon city construction<br>4 Initiate cross- ministry education and propaganda movement in low-carbon area | More in No.; Wide in range                   |
| 3   | MEP   | 1 Environmental certification<br>2 Food, traffic, rubbish treatments etc.<br>3 Special policy in SC, eg. Three green engineer in 2004<br>4 Special promote propaganda and education, based on green school & community, include the content of green consumption and green lifestyle  | More in No., wide in range                   |
| 4   | Ministry of finance                               | 1 Encourage government green purchase, issue list of green certification production<br>2 Products in energy consumption with consumption tax discount (like car, household appliances, etc.   | Mid level in No. Focus on special production |
| 5   | Ministry of commerce (China Consumer Association) | 1 Green consumption<br>2 Food safety<br>3 Three green engineer  | Mid level in No. Focus on special thing      |

|    |                                      |  |  |
|----|--------------------------------------|--|--|
| 6  | Press and Publishing Administration  | Co-operate with other Ministries like MEP & MOE to print with Environmental Certification paper  | Low in level in No.  |
| 7  | Ministry of Agriculture              | None pollution, non trans-gene production, the quality and safe production, renewable energy in rural area, pesticides   | Mid level in NO.   |
| 8  | Forest Administration                | Forest production management (like forest cut, animal production trade), plant tree to increase carbon sink (plant trees and retreat forest from agriculture field), propaganda green lifestyle (include consumption style change) | More than Mid level in No.                                   |
| 9  | MOE                                  | Resource-saving school construction (save energy and pollution reduction, low carbon)  | Less than Mid level in No., passive, more actions in schools |
| 10 | Ministry of Industry and Information | Recycling economic (produce process), save energy and pollution reduction, encourage energy saving products (building, car, etc.)  | More than mid level in No.                                   |

|    |   |  |   |
|----|---|--|---|
| 11 | Beijing<br>Committee of<br>Development<br>and<br>Reform         |  | Focus on<br>implementing<br>the<br>policy at<br>local level |
| 12 | Beijing<br>Municipal<br>Environmen-<br>tal Protection<br>Bureau |  | More actions<br>implemen-<br>tation                         |



## Summary of Presentation by Consumers Union of Korea: Dr. Jung Hwa Kang and Dr. So-Young Lee

### ***Education for Sustainable Consumption and Promoting Sustainable Lifestyles:***

#### ***Case Study on Republic of Korea***

After 2008 financial crisis, central government of Republic of Korea (ROK) announced the Green Growth National Vision (GG) as a stimulus package, and worked on the formulation of a master plan as a blueprint for the implementation of the strategy. The GG Vision of ROK has been widely known whereas its implementation has not evaluated yet. In-depth interviews of relevant national/local government officers and NGO practitioners show current Korean governmental capacity for effective ESC implementation and to identify pathways for improving overall performance.

**Main actors with responsibility for achieving sustainable development:** Most of interviewees answered the importance of all the actors. National governmental officers in charge of actual policy making emphasized the role of National Government as the highest responsible actor at the moment. Practitioners who have been implementing ESC pointed out the importance of Government, Industry, and Business in terms of financial support and appropriate policy making; at the same time, they put the most important role on Civil Society as the practical performer.

**Definitions of ‘Sustainable Consumption’ (SC):** Meanings of GG and SD have not clearly defined, because 1) current national governmental strategy put much attention on GG than Sustainable Development (SD) considered by previous government.; 2) as a developing country, SD/SC is ideal target to practice in daily lives. Green consumption is more practical in ROK. National governmental officers focused on Purchasing Green Product, Saving Energy, and Recycling as the way of practicing SC. Practitioners in NGOs acknowledged SD and SC clearer and more in depth.

**Promoting Sustainable Consumption & Responsible Consumer Behavior: Main strategies & Programs** There are different strategies to promote SC between each ministries depends on its own role and responsibility. Pan-National Action Network established i.e. Ministry of Environment (MOE)’s Green Start Network, Ministry of Gender Equality and Family’s We-green, Ministry of Knowledge and Economy (MKE)’s Green Energy Family Network, Ministry of Public Administration and Security’s Green New-town. MOE enforced the Act on Obligational Purchase of Environmentally-friendly Products in governmental sector since 2005 and encouraged voluntary purchase of green products in enterprises and individual consumers. MKE tried to lead the citizens to voluntarily participate in energy savings through Green Energy Family Network project which encourages public participant by offering incentives. The main strategy of the Korea Fair Trade Commission (KFTC) for promoting SC tried to offer correct information to consumers in the field of Labeling and Advertisement, Consumer Deceptive that KFTC originally covers. Seoul Metropolitan Government (SMG) focused on distribution and consumption of environmentally-friendly products. In March 2009, a partnership agreement for promotion of green product was made between Manufacture Association and superstore and SMG offered administrative supporting for the agreement. NGOs put more attention to general citizens education and local based project emphasizing the importance of SC as cultural transformation. These programs and projects are very active.

**Main Success & Weakness of the projects** In spite of the fact that government officers pointed out the special character of SD, uneasy to conduct figures, they evaluated government project and program on SC as success thanks to the high motivation of the current government on GG. SMG emphasized their success thanks to advertisement (PR) through media and local community government. MOE mentioned the limits of purchase on environmentally-friendly products in governmental organizations. EPA claimed programs and projects carried on were not by citizens' participant but by governmental officers' intention. SMG and NGOs pointed out the fundamental limits such as insufficient financial support and lack of human resources. The civil leaders in NGOs who encourage general citizens to practice green lifestyle are claimed as the main success factor.

**Main constrains for the successful implementation of SCE** Lack of citizens awareness and participant related to SC. Environmental education within National Curriculum has low choice as an optional subject. Critical shortage of trained teachers and officers in charge of SCE. Different interests crossing diverse governmental departments as well as NGOs. Mismatch between strong willingness on GG of the national government and approach on SC of NGOs and Local government. No communication to mutual understanding. Lack of collaboration between government and NGOs.

**The relationships of government with civil society organization/NGOs to promote SC:** Understanding on the existing relationships of government with NGOs to promote SC is various depending on who the subject is. National/local governments believe in a concrete partnership by offering financial subsidy to the selected NGOs. NGOs under current regime feel no deep connection with governmental partnership. It is only the contract implementation without in-depth discussion toward SC. Governmental sectors established own civil organizations to promote SC or green consumption.

**The opinion on the existing institutional capacity of organization/government and the improvement of governmental capacity to promote SC:** MOE in fact has main status as government agency toward SC; however it suffers from the shortage of human resources. It needs to have special team or officers in charge of SC/ESC and help from NGOs. EPA believes capacity to promote SC/GG is enough but hard to drive toward unless Korean education perspective only emphasize high grade on major subjects changed. PCGG supports government strategy on green lifestyle revolution; however, it is all still at the beginning of its development. KFTC recommend government should focus more on improvement of policy and system rather than on consumer awareness which has been dealt with NGOs. KCA claimed the urgent need of clarifying main organization for effective policy implementation and opinion collection. KCA suggested SC/GC policy is needed to encourage SC Education to be absorbed in every education rather than just development of SCE itself. Local government and NGOs said their capacity and national government are limited due to the shortage of human resources and financial support. The approach to GG should include the concept of SS which contains the pursuit of citizen's well-being and long term blue print for sustainable society. Education itself needs to be sustainable rather than one-time event and fragmented campaigns.

# GREEN GROWTH NATIONAL VISION

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

## Education for Sustainable Consumption & Promoting Sustainable Lifestyles in Republic of KOREA

### INTERVIEW LIST

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

### INTERVIEW ANALYSIS

#### Main Actors?

All actors are important  
National Government for policy making  
Government, Industry, Business for financial support  
Civil Society for practical performance

**Sustainable Consumption?**

Sustainable Development = Green Growth?  
 Sustainable Consumption for Developed Countries  
 Green Consumption for Developing Countries

Purchasing Green Product  
 Saving Energy  
 Recycling

## STRATEGY & PROJECT

National Government

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

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

MKE Citizens voluntarily participation in energy savings through GEFN

KFTC Information of green product & Green Life Guide Line

LOCAL Government

- Distribution and Consumption of green-products
- SMOE Financial support for informal environmental education

NGOs

- General citizens education & Local based project for sustainable cultural transformation
- GCNK SC in all educational program  
 i.e. Eco-Creative Center, Green Academy
- CK Greening Supermarket
- GSN Green Leader Education

## PROJECT EVALUATION

| SUCCESS FACTOR  | WEAKNESS  |
|---|---|
| High motivation on GG<br>Budget allocation<br>Media Ad.<br>Evaluation on Local Gov't<br>Civil Leaders | Limits of Obligational Purchase<br>Citizens participant ↓<br>Officers intention ↑<br>Insufficient financial support<br>Lack of human resource |

**Main  
Constrains**

- Lack of citizens awareness and participant
- Low choice in National Curriculum
- Different interests crossing government agency
- No mutual understanding between government & NGOs

**RELATIONSHIP**

|   |   |
|---|---|
| <p><b>GOVERNEMENT</b></p> <ul style="list-style-type: none"> <li>Positive</li> <li>Collaboration</li> <li>Project investment</li> <li>Governance</li> </ul> | <p><b>NGO</b></p> <ul style="list-style-type: none"> <li>Negative</li> <li>Civil organization by Gov.</li> <li>Contract Implementation</li> <li>No Communication</li> </ul> |
|---|---|

**CAPACITY**

|        |  |   |
|--------|--|---|
| MOE    | Main government agency?<br>No human resources<br>Enough capacity | Need special team for SC<br>Help from NGOs<br>Changed view of education                     |
| EPA    | Drive green lifestyle  | All still beginning   |
| PCCG   | Follow up other agency   | Support on SC than Green Tech<br>Main organization for efficiency<br>SCE into every subject |
| Others | Shortage of human resources<br>& Financial support               | Governance<br>Long term blue print to SC<br>Education be sustainable                        |
| NGOs   |  |   |

Government should be more effective to implement their project & to induce voluntary participation of citizens



Thanks

**Session 3 – Summary of Dialogues**  
**Country Case Studies of the Governmental Capacity for implementing effective  
Education for Sustainable Consumption**

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**Chairman:** Ms. Zhang Qinghong – Center for Environmental Education and Communication, MEP

*Japan Case Study on Governmental Capacity for ESC Implementation*

Presentation: Tokyo City University, Prof. Hideki Nakahara and Dr. Masahisa Sato

*Status report of Northeast Asian ESC initiatives*

Presentation: Institute for Global Environmental Strategies, Dr. Robert J. Didham

The first presentation of this session was on the Japan Country Case study on Governmental Capacity for ESC implementation by **Prof. Nakahara & Dr. Sato**, both from Tokyo City University. They gave an overview of their research methods and of the ministries interviewed. They also addressed the connections between consumer citizenship education, consumer education and ESC. They brought in a lot of safety elements as well. Based on the framework for analysis developed by IGES in their previous year's research, Prof. Nakahara and Dr. Sato used five assessment tools to categorize interviewees. They shared with the audience that inter-ministerial cooperation on SCP recently started in Japan, and that government officers meet every week to share ideas and practices and to coordinate policies for SCP. Nowadays environmental education and consumer education are the main approaches to ESD and ESC under the Ministry of Education (METI). One identified need for strengthening ESC implementation in Japan is to advance the actions being promoted beyond simple, individualistic practices to more complex and socially oriented objectives. The presenters gave praise to IGES for initiating this research.

**The Q and A** pointed out that the Japanese paper and presentations were almost too perfect to be true and enquired whether there were any problems or challenges for ESC implementation in Japan. The presenters responded that the strong efforts on promoting sustainable consumption in Japan are recent developments, and of course financial resources and changing policies/parties in Japan remain constant challenges. Also the lack of human resources poses a constraint. Further, the PDCA cycle is an important point, and affects human resources availability.

Another participant wanted to know on their presentation slide 7, there were arrows only in one direction? What relations are there between green consumers and smart consumers? The answer was that it depends on countries' direction. We are still focusing on consumers. Consumers are promoting partnerships and cooperation, like in quadrant 2. In Asia, some countries may have problems with democratic thinking and centralized administration. But

the political system is a sensitive matter, and we have to consider how we can progress within the given system. Environment is a cross-cutting area, and depending on nations that have own political system, we can compare directions with this kind of research. Direction from quadrant 3 to 2 is one way, but depending on countries political situation you could find an arrow that would point in the opposite direction. In Germany for instance, the Green Party is a leading promoter of green consumerism, in other countries another arrangement could be envisioned.

Dr. Choi also communicated support for Sato-san's work. She shared that the ministerial level was indeed an interesting level to research and analyse, but the question remained if it was really a report matter to show the perfection of Japanese administration? She also shared that Japan actually has one of the most efficient SCP working manners, but the experience can not so easily be exported to other countries because consumers in Japan have accepted SCP as a code-of-conduct throughout society, which is somewhat further ahead than other countries. The challenge for Asia thus remains how to mainstream the SCP message to the general public.

**Dr. Didham** began his presentation on the status report of Northeast Asian ESC initiatives by mentioning the IGES white paper as a relevant paper to this topic, as well the previous year's policy report. He touched upon the question of how best to support initiatives which stimulate individuals' awareness of the central role they can play in society. He also gave an overview of consumption patterns in this region and did a comparison of consumption patterns between developing and developed countries. It was identified that Asia now has the largest consumer class in the world (30%) of global total. The presentation gave a brief overview of the CSD process which then ended with a recap from last year's workshop. Dr. Didham then proceeded to provide an overview of the purpose and structure of ESC research and how one could provide an assessment framework of ESC initiatives emphasizing the importance in understanding that consumers have a lot of responsibility now, so it is important to reconnect on how simple measures can be undertaken from consumers themselves in their daily lives to enhance sustainable consumption practices. He pondered which incremental changes would finally lead to transformation towards sustainability and spoke about external and internal factors of influence as well as about social drivers for consumption and lifestyles. He ended his presentation providing the direction for future research on how to better join policy and action.

**Q and A:** One participant discussed the idea of a roadmap to move from an unsustainable society to SCP, under which two stakeholders have been identified. He highlighted that Dr. Sato showed that the government is the key player in changing the behavioral patterns on consumption. However, he questioned if the government's role may not be sustainable because it acts from an economic point of view – creating a market for green products which is driven by fiscal policy. The risk is that when money runs out such an approach will



not be possible. It is also about consumer behavior, there's a high level of education, leading to 'aware' consumers. In that respect, Dr. Didham's presentation is Maslow-like (hierarchy of needs).

Dr. Didham replied that the distinction between consume better and consume less has been highlighted by Sato-san as a good approach. There is a fear that green consumption becomes conspicuous, even if all options were sustainable, because it would still be possible to over-consume. Thus people should be educated on the effects of their consumption on society, regardless on what it is they consume, so the patterns themselves can become more sustainable.

Another participant raised the issue that most of the presentations has focused a lot on top-down approaches, such as developing policies and explaining to people to take part. But there should also be more focus on bottom-up approaches. Traditions, values, and belief systems could support bottom-up participation and this angle deserves more focus and attention.

It was further added that it also causes challenges when governments do not address environmental failures. There is a dichotomy between what governments do and what the people are organize. Could the UN help bridge that gap between intention and action? The UN representatives explained that there are two approaches (top down and bottom-up). Normally the UN role is to mainstream environment into strategy and policy of countries. But UN is a platform for multi-stakeholders and has a plethora of partnerships. The pure bottom-up approach should be carried out by NGOs, but the UN can then help by linking them with governments.



## Research Findings of Japanese ESC Case Study and Some Points to be Considered in supporting Future ESC Policies, in supporting Future ESC Policies,

East Asia Workshop on Education for Sustainable Consumption (ESC) and Promoting Sustainable Lifestyles, 5-6, December 2010, Beijing, CHINA

**Masahisa SATO and Hideki NAKAHARA**  
 m-sato@tcu.ac.jp, nakahara@tcu.ac.jp  
 Tokyo City University  
 5 Dec 2010

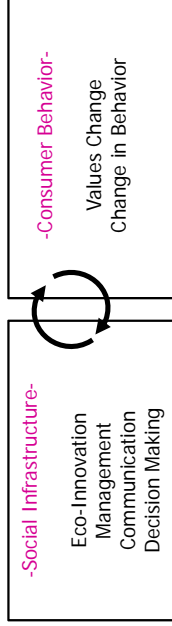


Masahisa SATO and Hideki NAKAHARA 2010, Research Findings on ESC and Some Points to be Considered in supporting Future ESC Policies, East Asia Workshop on Education for Sustainable Consumption (ESC) and Promoting Sustainable Lifestyles, 5-6, December 2010, Beijing, CHINA

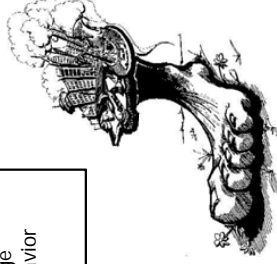


## Research Background (1)

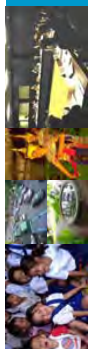
### Basic Stance: Ecological Footprint (Env. Capacity) and Sustainable Consumption



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



Masahisa SATO and Hideki NAKAHARA 2010, Research Findings on ESC and Some Points to be Considered in supporting Future ESC Policies, East Asia Workshop on Education for Sustainable Consumption (ESC) and Promoting Sustainable Lifestyles, 5-6, December 2010, Beijing, CHINA



## Research Background (2)

### National Strategy & Legislative Framework related to ESC

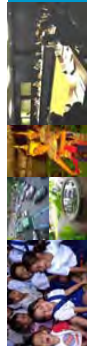
#### National Strategy

- 21 Century National Environmental Strategy (2007)
  - ESD Action Plan (2006)
  - Japan Unveils Plan for Growth (2010)
- #### Law
- Law on Promoting Green Purchasing (1996)
  - Green Contract Law (2007)
  - Law for Enhancing Motivation on Environmental Conservation and Promoting of Environmental Education (2003)
  - Formulation of "Basic Promotional Plan for Education" (2008) and Revision of "Courses of Study" (2008)
  - Basic Law for the Promotion of Recycle oriented Society (2000)

#### Abbreviation

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

Masahisa SATO and Hideki NAKAHARA 2010, Research Findings on ESC and Some Points to be Considered in supporting Future ESC Policies, East Asia Workshop on Education for Sustainable Consumption (ESC) and Promoting Sustainable Lifestyles, 5-6, December 2010, Beijing, CHINA



## Research Objectives, Methods and Contents

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

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

#### Contents (Question Items):

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



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## Research Targets

### Targets

#### A. Ministries in Charged

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

#### B. Implementation Bodies

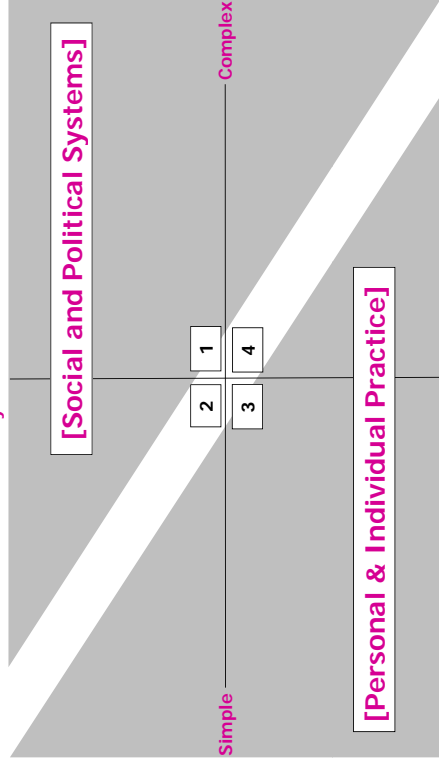
- (1) Kanagawa Pref. (Leading Pref. on Environment)
- (2) Yokohama City (Biggest City designated by ordinance)

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## 1-4 Quadrants Promoting Education for Sustainable Consumption

Systematic

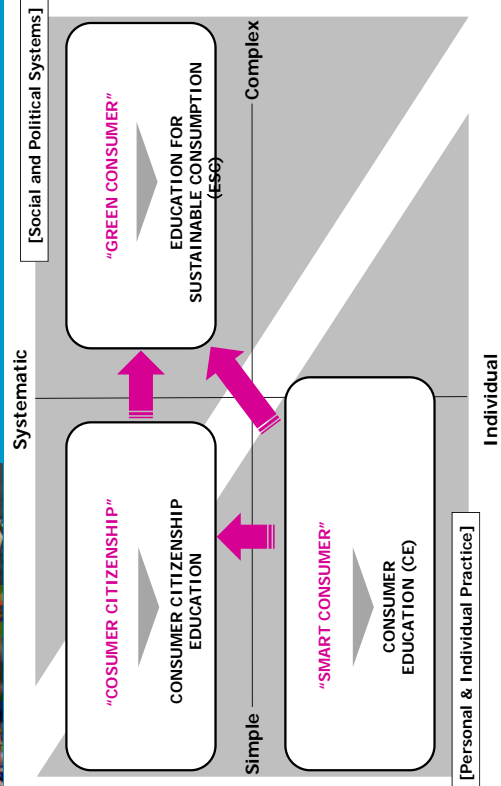


Individual

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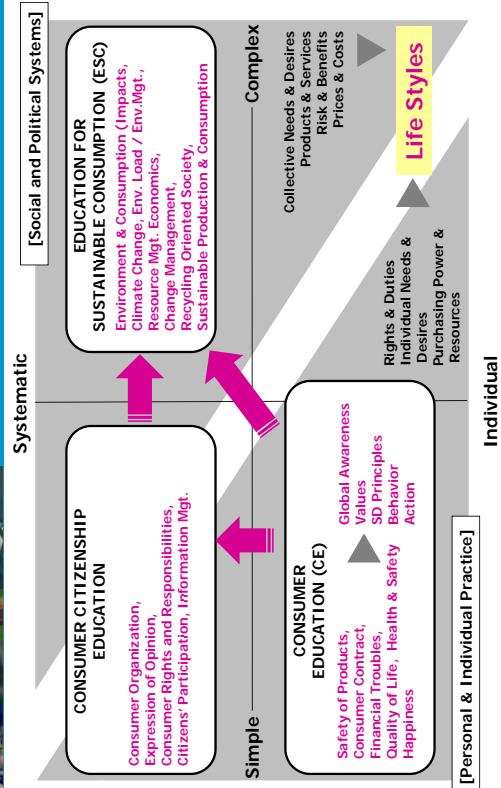
## Different Types of Education to Achieve Sustainable Society



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## Different Themes of Each Education



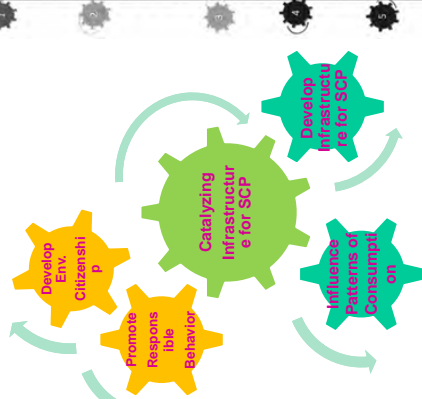
Masahisa SATO and Hideki NAKAHARA 2010, Research Findings on ESC and Some Points to be Considered in supporting Future ESC Policies, East Asia Workshop on Education for Sustainable Consumption (ESC) and Promoting Sustainable Lifestyles, 5-6, December 2010, Beijing, CHINA

# Research Implementation Assessment Framework of ESC Mechanism

| Checklist Area/Issue   | Target: Personal and Individual Practice   | Target: Social and Political Systems  |
|--|--|---|
| <b>Catalyzing Practice of Sustainable Consumption</b><br>Promote citizen participation for sustainable development (beyond individual consumption) and encourage citizens to take on more responsibilities.<br>Knowledge → raise public awareness, provide best practices, and address misconceptions; Information → disseminate information on ESC through various channels; Attitudes → encourage positive attitudes towards sustainable consumption; Behavior → encourage responsible consumption and production (RCP) practices; Community action → build from the street level, make major shifts in social and cultural habits to encourage a cultural change towards sustainable practices. | <b>Pre-Contemplation</b> → the decision-maker is unaware of subject and information (education and information) → the decision-maker begins to consider the subject, but does not link to action (education and information) → conscious choice is made to take action and incorporate into daily life (education and information) → the decision-maker incorporates new beliefs into practice (education and information) → the decision-maker maintains a regular practice of this new behavior and incorporates into practices of a wider community (this should be allowed between new behavior and existing behavior).<br><b>Develop Environmental Citizenship</b><br>Effective citizen participation for citizen's proactive participation in sustainable consumption and production (beyond individual consumption) → that each person can be a powerful agent of change.<br>Simple actions → recognition that little steps can lead to big impacts.<br>Action Vision → a certain sense of achieving a sustainable society. | <b>Regulatory Instruments</b> → Use mainly for future minimum standards.<br><b>Educational Instruments</b> → Research/development, production, training, public education.<br><b>Cooperative Instruments</b> → Improved production by technology transfer and voluntary agreements.<br><b>Informational Instruments</b> → Information, education, public awareness, advertising, and reporting.<br><b>Develop Supportive Infrastructure for SCP</b><br>Promoting factors of consumption to consider in developing a supportive infrastructure: Production → improved production by technology transfer and voluntary agreements; Distribution → improved distribution by technology transfer and voluntary agreements; Policy → improved policy by technology transfer and voluntary agreements; Cultural & historical context → support for step and content of content that fosters knowledge and behavior; Knowledge and conditioning → address current misconceptions and common value of material possessions; Information → disseminate information on ESC through various channels; Attitudes → encourage positive attitudes towards sustainable consumption; Behavior → encourage responsible consumption and production (RCP) practices; Community action → build from the street level, make major shifts in social and cultural habits to encourage a cultural change towards sustainable practices. |

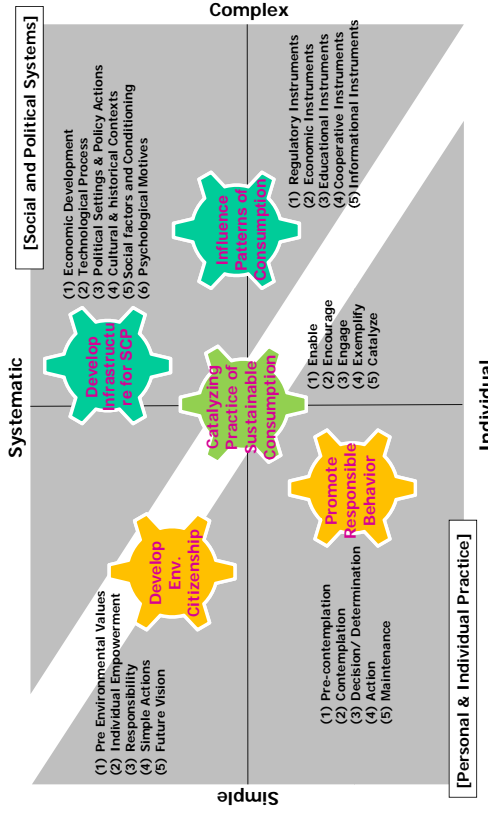
Choi, M., Digham, R., 2009, IGES White Paper

Masahisa SATO and Hideki NAKAHARA 2010, Research Findings on ESC and Some Points to be Considered in supporting Future ESC Policies, East Asia Workshop on Education for Sustainable Consumption (ESC) and Promoting Sustainable Lifestyles, 5-6, December 2010, Beijing, CHINA



# Primary Mechanism to Promote Sustainable Consumption

Linking with individual choice and social infrastructure



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# Research Findings Case Based (Ministry of Education)

- [Overall]**
  - Formal Education, Non Formal Education (Life Long Learning)
  - Revision of National Curriculum (Course of Study) with "sustainability aspects"
- [Main Focus]**
  - Promote Responsible Behavior**
    - EE as a priority theme, in cross curriculum
    - EE Guideline Developed, ESD in FE is being researched
    - EE in the subject of science & social studies (Junior High School)
    - Pre-contemplation, Contemplation, Decision / Determination, Action, Maintenance
  - Develop Environmental Citizenship**
    - Not clearly identified ESC in educational policy
    - ESC text book in the Subject of Home Economics (High School) was developed and used
    - Limited times for ESC in class
    - Consumer Education & NE as a part of Lifelong Learning
    - Pro-environmental values, individual empowerment, responsibility, simple actions, Future Vision.



- Law for Enhancing Motivation on Environmental Conservation and Promoting Education (2009) and Revision of "Courses of Study" (2008)
- Life Long Learning Promotion Law (1990)

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# Research Findings Case Based (Ministry of Environment)

- [Overall]**
  - Environmental Policy Setting
  - In Cooperation with GPN, Japan Environment Association, NGO&NPO
  - Providing obligation to local authorities for striving hard to follow "Law on Promoting Purchasing"
- [Main Focus]**
  - Develop Environmental Citizenship**
    - Pro-environmental values, individual empowerment, responsibility, Future Vision.
  - Develop Infrastructure for SCP**
    - Political Settings & Policy Actions, Social factors and Conditioning
  - Influence Patterns of Consumption**
    - Educational Instruments, Cooperative Instruments, Informational Instruments
  - Catalyzing Practice of Sustainable Consumption**
    - Enable, Encourage, Engage, Exemplify



Seminar on Green Purchasing, in cooperation with GPN www.shiga.go.jp/iketaud07/070823sem.htm

- Law on Promoting Green Purchasing (1996)
- Green Contract Law (2007)
- Law for Enhancing Motivation on Environmental Conservation and Promoting of Environmental Education (2003)

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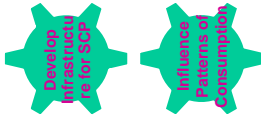
## Research Findings Case Interview (METI)

### [Overall]

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

### [Main Focus]

- 1. Develop Infrastructure for ESP**
  - Economic Development, Technological Process, Political Settings & Policy Actions
- 2. Influence Patterns of Consumption**
  - Regulatory Instruments, Economic Instruments, Cooperative Instruments, Informational Instruments
  - Involvement school students into Eco-Products Exhibition



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



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

-Japan Unveils Plan for Growth -Carbon Footprint System

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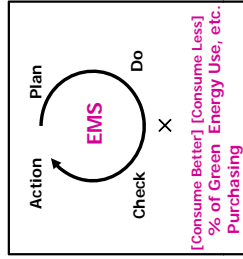
## Research Findings Case Interviews (Kanagawa Prefecture)

### [Overall]

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

### [Main Focus]

- 1. Institutional Management (EMS)**
  - Green Procurement by Local Government
  - Environmental Management System
- 2. Promote Responsible Behavior**
  - Pre-contemplation, Contemplation, Decision / Determination, Action, Maintenance
- 3. Develop Environmental Citizenship**
  - Pro-environmental values, individual empowerment, responsibility, simple actions, Future Vision.



[Consume Better] [Consume Less] % of Green Energy Use, etc.

Green Procurement by Local Government

Masahisa SATO and Hideki NAKAHARA 2010, Research Findings on ESC and Some Points to be Considered in supporting Future ESC Policies, East Asia Workshop on Education for Sustainable Consumption (ESC) and Promoting Sustainable Lifestyles, 5-6, December 2010, Beijing, CHINA

## Research Findings Case Interview (Yokohama City)

### [Overall]

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

### [Main Focus]

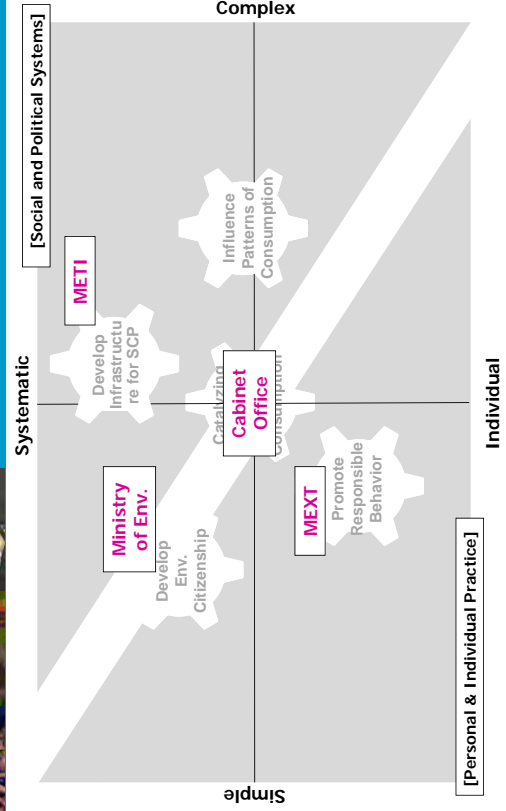
- 1. Promote Responsible Behavior**
  - Pre-contemplation, Contemplation, Decision / Determination, Action, Maintenance
- 2. Develop Environmental Citizenship**
  - Yokohama Eco-School (YEC) for the promotion of partnership for EE.
  - Pro-environmental values, individual empowerment, responsibility, simple actions, Future Vision.



[naka.kmb.echlog.jp/m2008-06-01/](http://naka.kmb.echlog.jp/m2008-06-01/)

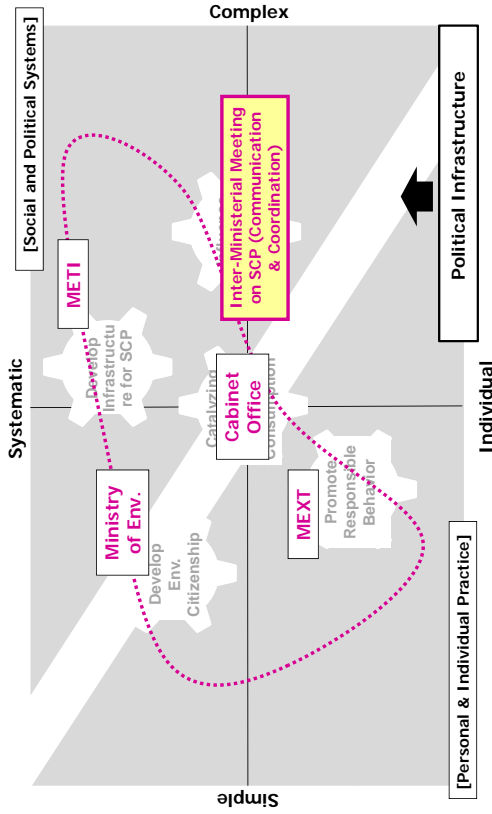
Masahisa SATO and Hideki NAKAHARA 2010, Research Findings on ESC and Some Points to be Considered in supporting Future ESC Policies, East Asia Workshop on Education for Sustainable Consumption (ESC) and Promoting Sustainable Lifestyles, 5-6, December 2010, Beijing, CHINA

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



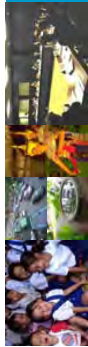
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## Lessons Learnt: Contributing Factor (1):



Masahisa SATO and Hidetki NAKAHARA 2010. Research Findings on ESC and Some Points to be Considered in supporting Future ESC Policies. East Asia Workshop on Education for Sustainable Consumption (ESC) and Promoting Sustainable Lifestyles, 5-6, December 2010, Beijing, CHINA

## Lessons Learnt: Contributing Factors (2):



- [Top Down]**
- Gov. National Strategy & Legislative Framework
  - Political Infrastructure
  - Social Infra Structure

- [Inter -Coordinate]**
- Implementation Policy

- [Bottom Up]**
- Voluntary action
  - Green Purchasing Network (GPN)

Top Down & Inter Coordinate, Bottom Up, Balance

Political Infrastructure

Social Infrastructure

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

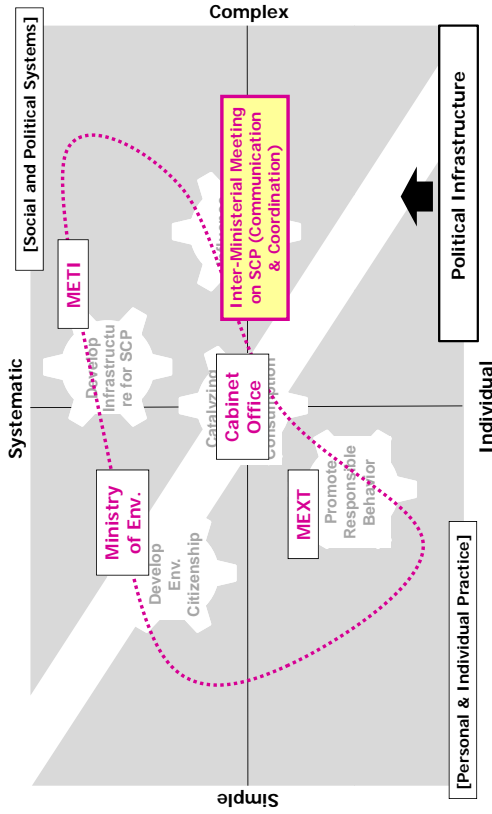
- Law (example)**
- Law on Promoting Green Purchasing (1996)
  - Green Contract Law (2007)

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

Institutionalization

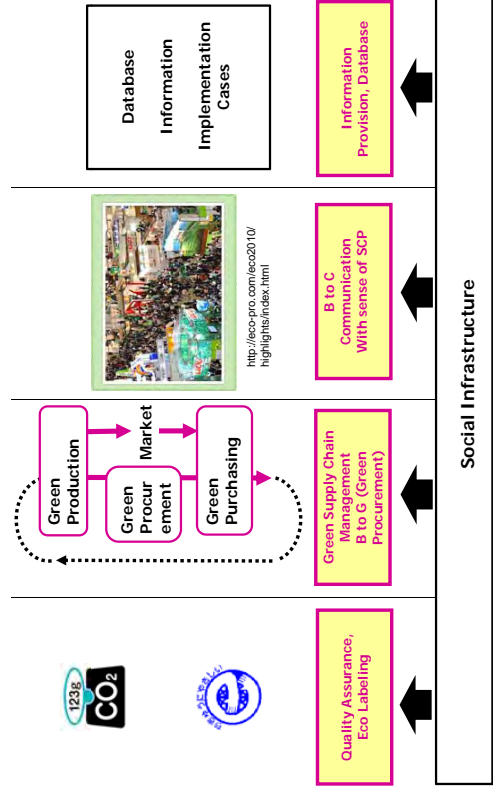
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## Lessons Learnt: Contributing Factor (3):



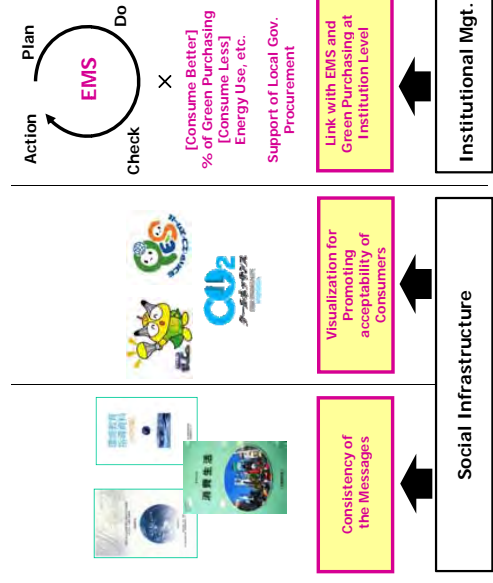
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## Lessons Learnt: Contributing Factors (4):



Masahisa SATO and Hidetki NAKAHARA 2010. Research Findings on ESC and Some Points to be Considered in supporting Future ESC Policies. East Asia Workshop on Education for Sustainable Consumption (ESC) and Promoting Sustainable Lifestyles, 5-6, December 2010, Beijing, CHINA

## Lessons Learnt: Contributing Factors (4):



Masahisa SATO and Hidetki NAKAHARA 2010. Research Findings on ESC and Some Points to be Considered in supporting Future ESC Policies. East Asia Workshop on Education for Sustainable Consumption (ESC) and Promoting Sustainable Lifestyles, 5-6, December 2010, Beijing, CHINA

## EDUCATION FOR SUSTAINABLE CONSUMPTION IN NORTHEAST ASIA

### *Strategies to promote and advance sustainable consumption*

prepared by Robert J. Didham  
IGES, ©2010

This Executive Summary is based on the IGES Policy Report (2009).

*Education for Sustainable Consumption in Northeast Asia:  
Strategies to promote and advance sustainable consumption*

Electronic File Download: <http://enviroscope.iges.or.jp/modules/envirolib/view.php?docid=2741>

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*The Contributing Authors appear in Alphabetical Order*

### Why Education for Sustainable Consumption?

The promotion of Sustainable Consumption and Production (SCP) through policy can occur in many different ways. Regulations and economic incentives are effective instruments for increasing clean production practices and providing value to specific types of consumption. Advancing government green procurement strategies not only has a direct impact to ensure that purchases by the public sector meet environmental standards, but it also results in the secondary impact of strengthening the overall "green" market in both quality and quantity of sustainable consumption options available to the consumer. However, many current policies on SCP lack clear identification of mechanisms and strategies to promote responsible consumer behaviour. Education for Sustainable Consumption (ESC) is a specific activity that focuses on directly influencing consumer behaviour by encouraging consumers' proactive participation in sustainable consumption. ESC policy faces an impediment though due to the lack of understanding of how policy can directly influence consumer choice and lead to conscientious changes in behaviour.

For the implementation of effective ESC in policy and practice, it is necessary for research on ESC to clearly investigate and identify what are the primary components for influencing consumer behaviour and provoking a transition in consumption practices. There are also several arenas where ESC can be implemented, i.e. formal in-school curriculum, market-based and consumer oriented, community-based and civic oriented, and each of these areas are worth further investigation as avenues to promote sustainable consumption. While Education for Sustainable Development (ESD) in general is often promoted in formal education, ESC has a unique quality of being directly relevant to the average person's daily life and thus lends itself to being an important way to promote sustainability through informal educational arenas. In this light, ESC can be viewed as having a two-fold objective: first, to advance participation in sustainable consumption; and second, to provide a tangible entry into the wider 'philosophy' of sustainable development.

### Objective of the Policy Report

The policy report investigates means to improve the conceptualisation and implementation of ESC. The main objective of this work is to establish a clear framework of how governments can advance sustainable consumption by influencing consumer behaviour, as is reflected in the primary research question for this report: *How can governments best influence individual consumers to proactively participate in sustainable consumption and environmentally responsible behaviour?*

Governments are viewed as primary agents to strongly influence consumer choice through education for sustainable consumption by:

- Providing an understanding of the environmental imperative;
- Empowering individuals to be actors in protecting the environment;
- Explaining the importance of sustainable consumption within this imperative;
- Developing a supportive social infrastructure for sustainable consumption practices.

Based on consultations with ESD and SCP specialists, three priorities for advancing governmental support of ESC were identified. The **first priority** is the identification of clear mechanisms that can be implemented from the level of national policy to influence consumer behaviour. The **second priority** is to provide appropriate capacity building for policy-decision makers so they have the skills and understanding to implement effective ESC policy. The **third priority** is to increase political dialogues on ESC to secure cooperation and good practice, especially across the Northeast Asia region.

## Structure of the Policy Report

The Policy Report is divided into three main sections. Section One begins with an introduction of the current mandate for ESC in Northeast Asia, an explanation of the relevant concepts, and a description of the methodological framework applied in the report. The second half of this section includes both a review of relevant policies at international, national and local levels and a theoretical review of relevant concepts and theories regarding consumer choice and behaviour change. From these reviews, an assessment framework is developed to investigate the main components of effective ESC initiatives.

Section Two consists of seven chapters provided by contributing authors that outline the current international and national (in China, Japan and Republic of Korea) contexts on ESC. The first chapter of this section provides a wide investigation of the important concepts, strategies and activities on ESC that have been developed internationally. The next three chapters each address the relevant policy frameworks that exist nationally in the three separate countries. The final three chapters describe the current good practice that is happening in each country on ESC and the promotion of sustainable consumption.

In Section Three, a series of case studies from each country on practical ESC initiatives are presented and the assessment framework developed at the end of the first section is applied to investigate them. From the case study analysis, several important findings are highlighted, and a series of policy implications are explained. In the final chapter, a general strategy for planning ESC policy and initiatives is outlined.

### Good Practice Case 1 – China: Reduction from Beginning

Coupled with the recent economic growth, Chinese traditional habit (to order excessive foods when they show hospitality and generosity to visitors and friends) has consequently resulted in a major food waste issue across the country. To tackle this cultural food habit, Shanghai Bureau of Waste Management and Shanghai Restaurants Association started a public campaign not to order excessive foods and a 15% discount of the total restaurant bill when the customer has unfinished food packaged to take away. Restaurants also have benefits when they join this campaign through reduction of food waste disposal costs from the local government. Although this campaign has been implemented for a short period of time, 10% of Shanghai Restaurants Association members have already joined and the numbers are continuously increasing due to both parties' benefits, i.e. customers and restaurants.

## Policy Contexts of ESC in Northeast Asia

Japan, China and the Republic of Korea (ROK) are all making considerable efforts to advance Sustainable Consumption and to educate consumers about the imperative for sustainable consumption and development. These efforts are relatively new in each of the three countries, and there has as of yet been little analysis of the affects these policies and actions have had. Work on green procurement is the most advanced activity by all three governments towards sustainable consumption, and has clearly resulted in the growth of the green market in each of these countries. Efforts on ESC are currently increasing in each country, and more campaigns are targeting consumers directly.

World-wide, the consumer class is growing at a rapid rate, and the Asia-Pacific region has experienced the most rapid growth leading to this region's consumer class becoming the largest in the world. The consumer class in this region totals over 500 million people and accounts for 29% of

the world total. The region produces 22.8% of global GDP and contributes 21.4% of global private consumption. The Asia-Pacific consumer class accounts for just over a quarter (27%) of the region's entire population.<sup>1</sup> Though the region is now home to the largest consumer class in the world, the majority of the people in this region still have little opportunity to participate in this newly realised class.

The three countries selected for case studies are the three highest consuming nations in Asia-Pacific. Japan is the second highest world contributor to GDP (in nominal terms), China is third, and the ROK is fifteenth (as of 2008). Together, these three countries contribute 16.9% of global GDP.<sup>2</sup>

Table 1 – Comparison of Development Context in Three Case Countries

| Income Group <sup>3</sup>     | GDP (Nominal) <sup>4</sup><br>Amount<br>(in trillions<br>of USD) | Country<br>Rank  | GDP (PPP) <sup>5</sup> per<br>capita<br>Amount<br>in USD | Country<br>Rank   | Human<br>Development<br>Index <sup>6</sup><br>Score / Country<br>Rank | Environmental<br>Performance<br>Index <sup>7</sup><br>Score / Country<br>Rank |
|-------------------------------|--|------------------|--|-------------------|---|---|
| High<br>Income                | \$4.91   | 2 <sup>nd</sup>  | \$34,116   | 24 <sup>th</sup>  | 0.956 / 8 <sup>th</sup>   | 84.5 / 21 <sup>st</sup>   |
| High<br>Income<br>Since 2003  | \$0.93   | 15 <sup>th</sup> | \$27,692   | 33 <sup>rd</sup>  | 0.928 / 25 <sup>th</sup>  | 79.4 / 51 <sup>st</sup>   |
| Lower<br>Middle<br>Since 2001 | \$4.33   | 3 <sup>rd</sup>  | \$5,970  | 100 <sup>th</sup> | 0.762 / 94 <sup>th</sup>  | 13.1 / 105 <sup>th</sup>  |

## China

In comparison with Japan and ROK, environmental policy in China especially linked with ESC has a short history starting in the 1990s. Nevertheless, China has shown strong promotions of ESC in spite of its short history led by the central government in relation to a series of sustainable consumption-related laws and policies. In addition, all promoted regulations have been restrictedly applied across the country targeting all private, social and governmental sectors.

ESC has been implemented as part of Environmental Education (EE) and the "green school" initiative supported by "The National Action Guideline of Environmental Communication and Education" established in 1996. However, ESC is still a very new EE theme in China and has been led mainly by the central government. Within formal education, ESC covers all existing environmental issues linked with resource management including energy saving, reducing wastes, renewable energy and environmental-friendly campus management. Regarding informal education, the government's strong promotion of the Green Procurement has influenced all social sectors including market and industry sectors.

A rationale behind the government's efforts to promote and increase government procurement of eco-labelled products is to accelerate the development of a "green" consumption market and

<sup>1</sup> Gardner, G., E. Assadourian and R. Sarin, 2004, "Chapter 1: The State of Consumption Today", Starke, Linda, ed. *The State of the World 2004: The Consumer Society*, World Watch Institute annual report, pp. 4-8.

<sup>2</sup> International Monetary Fund, April 2008, *World Economic Outlook Database*.

<sup>3</sup> <http://www.mit.edu/~extern/malpubs/wbz0801/wbz0801index.aspx>

<sup>4</sup> Various indicators for country income group and measurements of GNI per capita (based on World Bank Atlas method), (WB, Internet, 2008).

<sup>5</sup> IMF, *Ibid* (see note 2 above).

<sup>6</sup> IMF, *Ibid* (see note 2 above).

<sup>7</sup> Potential Score is out of 1.0, Human Development Index (HDI) (UNDP, 2008: 25-8).

<sup>8</sup> Potential Score is out of 100, developed by Yale Center for Environmental Law and Policy (YCELP, 2008: 10).



provide diverse choices to consumers by encouraging companies to produce more high-quality, environmentally-friendly items. Despite its short history with the official Law on Government Procurement enacted in 2003, Green Government Procurement in China has achieved distinguishable achievements as shown by the rapid increase in companies producing eco-products (e.g. 81 companies in 2007 and 444 companies in 2008). However, Green Procurement in China is still in the beginning era and seems to be more focused on product standards than consumers' needs. It is therefore necessary to develop sustainable consumption policy which better reflects individual factors and contexts when we consider the long term impact of ESC, along with those national regulatory frameworks. Furthermore, a clear vision of ESC for practical implementation through national policy is still absent in spite of many numbers of regulations promoting public education projects for sustainable consumption.

#### Japan

Japan has the longest Environmental Education (EE) history amongst the three countries since the 1960s. For instance, Consumer Affairs Divisions were set up both in the Ministry of International Trade & Industry and the Ministry of Agriculture, Forestry & Fisheries in 1964. One year later, the Quality-Of-Life Bureau was established within the Economic Planning Agency. Regarding a national framework, the Consumer Protection Fundamental Act was established in 1968.

Despite these early preparations, ESC actually did not receive major attention from the central government until the mid-1990s. For instance, the concept of consumer education was introduced into school curriculum as part of the home economics discipline for the first time in 1992. The Ministry of Education, Culture, Sports and Technology (MEXT) then published a consumer education textbook for high school level for the first time and also started a "Teacher Training Course of Environmental Consumer Education" in 2006.

Regarding political support settings, sustainable consumption has been promoted since the late 1990s as shown in Green Purchasing Law in 2000 and Consumer Basic Act in 2004. Although it was not an exact ESC project, it is noteworthy that the Ministry of Economy, Trade and Industry (METI) started a "sustainable consumption" project in 2003. METI also started the Carbon Footprint Labelling Scheme in 2008. Recently, the Cabinet Office of Japan launched the Consumer Affairs Agency to raise consumers' awareness towards sustainable lifestyles and transition to a low-carbon society.

It is noticeable that actual ESC mandates for specific practice seem to be weak when we consider the series of national laws, policies and acts in relation to sustainable consumption and consumer issues. In fact, in comparison with ESC in China and ROK which have been led by the central governments with strong regulated promotion, ESC projects in Japan have been mainly led by NGOs and local agencies. Even the ESC projects led by the Japanese central government, such as "Eco-Action Points" and "Team Minus 6%", are based on voluntary memberships with industries and individual households to encourage diverse actors' participation rather than forcing them to follow strict regulations.

Meanwhile, Japan is a leader in Education for Sustainable Development (ESD) not only for Northeast Asia but also world-wide as shown by the strong contribution to United Nations Decade of Education for Sustainable Development (DESD) which Japan co-sponsored the proposal for and provides substantial funding for. Based on the Inter-Ministerial Meeting on DESD, an action plan was drafted in 2006 to implement a diverse ESD agenda to encourage participation by all social sectors to build a sustainable society together such as "Diverse Places of Education and Implementing Actors", "Learning from Participation and Experience", and "Nurturing Abilities for

Social Participation". Despite these positive efforts on ESD, it is significant that ESC has not been given direct attention in the action plan especially when we consider that ESC has been broadly acknowledged as an important topic of EE not only in Japan but also world-wide and one of the specific themes of ESD by UNESCO as a leading agency for DESD.

#### Republic of Korea

EE in ROK has a school-based history since the 1980s. For instance, the concept of EE was reflected in the Fourth National Curriculum for the first time in 1981. Then the concept of EE was reinforced in the Fifth, Sixth and Seventh National Curriculums in 1987, 1992 and 1997 respectively. In particular, the independent subject of Environmental Science was required since the Sixth National Curriculum in 1992 which is unique world-wide. Despite this distinguishable EE development in comparison with China and Japan, ESC which is acknowledged as a part of EE in ROK still remains marginal as the majority of ESC practices are simply considered under "domestic waste separation" or "recycling" within the school curriculum. There are few ESC practices which are linked to efficient resource management or reflection on the global issue of reducing CO<sub>2</sub> emissions.

Regarding the ESC history in ROK, social education led by NGOs has taken a more important role in its development and practices than formal education. Social ESC developed in the form of consumer awareness raising campaigns since the 1990s in rapid numbers corresponding with the launch of numerous new environmental NGOs. Nevertheless, ESC activities conducted by NGOs stagnated as they did not fully meet citizens' demands for quality. Within this background, the Environmental Education Promotion Law was finally established in 2009 in order to improve the quality of EE programmes and also promote people's empowerment through social education.

Regarding the government's efforts on national policy for sustainable consumption in ROK, as in China, it has mainly been centred on promoting eco-labelled products since the 1990s. For instance, the Environmental Technology Development and Support Law was established in 1994, and this was a precursory mandate for the provision of the specific law Eco-Product Purchasing Promotion Law established in 2004 and revised in 2009. By encouraging eco-product industry through incentives and education to provide diverse choices with low-prices to consumers, the Korean government has achieved to raise consumers' awareness towards eco-products and its importance for "sustainability".

Meanwhile, a recent national movement on Green Growth indicates Korean government's strong willingness to build a low-carbon society. To address climate change issues by reducing CO<sub>2</sub> emissions and achieve sustainable economic growth, the Korean government launched the Presidential Committee for Green Growth and established the National Strategy for Green Growth and the Action Plan 2009-2013 in 2009. Under this governmental mandate, Education for Green Growth including ESC issues was set up in the same year to promote sustainable lifestyles and has conducted many local community-based projects across the country in this short time period. Nevertheless, ESC within Education for Green Growth is still at the beginning of its development in Korea when we consider both the government's and the public's limited understandings of ESC narrowly centred on "eco-labelling", "recycling" and "domestic waste separation".

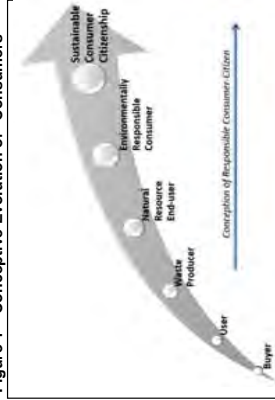
### Good Practice Case 2 – Japan: Team Minus 6%

The Japanese government established a national project entitled "Team Minus 6%" in 2005 which is aiming at 6% reduction of greenhouse gas emissions to mitigate against global warming. The Team Minus 6% is a national project which strongly reflects the Japanese government's vision for achieving low-carbon society entitled "The Innovation for Green Economy and Society" within the same context of the other national project "Eco-Action Point". The Team Minus 6% runs a membership joined by individual team consists of 1,000 persons and business teams based on its organisational member scale. As a result, a total of 3,438,776 individuals and 34,892 business/civil groups have joined Team Minus 6% since its establishment in 2005 up to 2008. By orienting people with a clear vision of achieving a low-carbon society and encouraging them to take simple actions, the Team Minus 6% initiative has shown a great success in spite of its short running history in Japan.

### Changing Perceptions of the Consumer and Consumer Education

Across the three countries, it is possible to identify a similar change in the conception of the consumer occurring over the past fifty years. The evolution of the conception of the consumer correlates directly with the increasing identification of impacts resulting from consumption practices, and thus the role of the consumer has evolved with the addition of heightened levels of responsibility. In the newest conception of sustainable consumer-citizenship, the increased responsibility becomes inherently tied with a sense of active participation in societal efforts to move in a low-carbon development path.

For example, the Japanese report on the "Ideal Consumer Policy for the 21<sup>st</sup> Century" states that consumers should no longer be recognised solely as "those who are protected" and should be viewed rather as "independent entities". From this understanding, consumer education must aim to establish consumers who are informed and can independently make decisions using their own judgment.



(Based on Choi, Tian, and Didham, 2009; p62)

### Assessment Framework of ESC Components

Following a review of several theories on human behaviour and behavioural change in the policy report, it is explained that ESC must address both how to affect the individual consumer at the level of his or her decision-making on consumption and also how to develop a supportive social infrastructure that not only fosters sustainable consumption but eventually makes this the norm. A framework of assessment for ESC initiatives is put forth based on three categories and five primary components:

- |  |  |   |
|--|--|---|
| <b>Personal and Individual Practice:</b>   | <b>Social and Political Systems:</b>   | <b>Strategic Procedure for Integrative Development:</b>   |
| <ul style="list-style-type: none"> <li>Promote Responsible Behaviour;</li> <li>Develop Environmental Citizenship;</li> </ul> | <ul style="list-style-type: none"> <li>Influence Patterns of Consumption;</li> <li>Develop Supportive Infrastructure for SCP;</li> </ul> | <ul style="list-style-type: none"> <li>Catalyzing Practice of Sustainable Consumption.</li> </ul> |

The ability to assess these primary components is functionalised by adding subcomponents to each mechanism. These subcomponents serve as aggregate criteria from which the efforts of an ESC initiative regarding each component can be evaluated (see Annex 1 for full details of the assessment framework). The assessment framework is applied to a series of case studies from Japan, China and Republic of Korea in order to investigate the ways in which different policies and activities influence consumer behaviour towards sustainable consumption.

### Primary Components of ESC in Good Practice Cases in China, Japan and Republic of Korea

There are two key features of the ESC components in the selected good practice cases<sup>8</sup> in China, Japan and Republic of Korea (ROK): 1) As the identified *commonality* - the five primary components of ESC were commonly identified across the three countries, although 2) As the identified *diversity* - there was a range of application amongst the aggregate criteria of the components introduced in Annex 1. These two key features indicate the significance of not only utilising the primary ESC components but also reflecting indigenous social and cultural factors to affect consumer's values and motivations in implementing efficient strategies as part of a national framework for sustainable consumption as briefly summarised in the diversities across the three countries below.

The Chinese cases strongly tackle individual and social values through the application of "simple actions" which ultimately builds to "exemplification" of similar practices in other places across the country. Good Practice Case 1 demonstrates the significance of "simple actions" in ESC for tackling cultural habits to promote citizens' participation in sustainable consumption in daily practice. However, an inspiring view of achieving a sustainable society by providing "future vision" through ESC activities is not clear across the Chinese cases. This fact appears linked with a weakness in "maintenance" of ESC achievements which needs to be critically considered to promote people's responsible behaviours within a national framework over a long-term period.

All analysed Japanese ESC practice cases have adopted strong tools to address individual 'psychological motivations'. It is notable that "informational instruments" are actively applied in each practice case to provide diverse choices to consumers in order to encourage them to participate in sustainable consumption for a long term impact. It is also notable that "future vision" and "maintenance" are strengthened which is not found in any of the analysed Chinese cases. Nevertheless, social and cultural factors are not strongly addressed in Japanese cases as much as identified in Chinese and Korean cases which are closely linked with achieving overall strategic integration of development initiatives and the final ESC component of "catalyzing practice of sustainable consumption".

From the analysis of ESC practices, it is noticeable that Korean cases strongly utilise diverse "psychological motives" from individual desires for enjoyment of indigenous culture to a broad sense of local community as shown in Good Practice Case 3 below. Diverse "informational instruments" to provide eco-labelling information and consumer advice are also applied in all analysed cases likewise identified in the Japanese cases. However, providing clear "future vision" and 'catalysing' socio-cultural transitions for sustainability are still not reflected enough to "maintain" these results for a long-term period.

<sup>8</sup> A total of eleven ESC practice cases were collected from China, Japan and Republic of Korea (ROK) and analysed based on the assessment framework of ESC mechanisms.

#### **Good Practice Case 3 – Republic of Korea: Green Shop Movement**

This movement was initiated by community members to encourage citizens' participation in exchanging household items for the purpose of practicing sustainable consumption in their daily life. By adopting a sense of local community and diverse cultural events, this movement received a great sensation not only from the community members but also the local government as it showed how an ordinary citizen can incorporate new beliefs regarding consumption into practical behaviour. With the support of governmental agencies and citizen organisations, the Green Shop network has expanded since 1992 to include 55 Green Shops running in different provinces across the country (in 2009).

### **Main Findings from Case Assessment**

#### **Primary Significance for General Policy Structure**

The findings with primary significance across the eleven cases relate to the distinction of the five primary components for promoting sustainable consumption. Conclusive findings on the relevance and importance of these five components can be drawn from across the case studies which provide specific implications for the general structure of ESC policies.

- 1) *The Five Components of ESC* – entitled "develop environmental citizenship", "promote responsible behaviour", "influence patterns of consumption" "develop infrastructure for SCP", and "catalyzing practice of sustainable consumption" are significant structural mechanisms in formulating effective ESC policy.
- 2) *Motivational Factors of Personal and Individual Practice* – are often underrepresented in the planning process of policy frameworks at the national level, but these factors are essential to encourage individuals' voluntary participation and empowerment as personal changes in consumption practices appear rooted in meaningful and practical experience.
- 3) *Supportive Social and Political Systems* – provide the practical facilitation for sustainable consumption becoming the preferable and normal option of practice. However, to develop a supportive infrastructure for SCP, it is necessary to consider directly the preconditioning factors that drive current consumption practices. The analysis of efficient governmental tools and instruments for promoting sustainable consumption indicates a complexity of social and political systems which this research could not fully explore due to its limited data and scope.
- 4) *Well-balanced Contents of ESC Policy* – across the three targets of the identified ESC mechanisms "Personal and Individual Practice", "Social and Political Systems" and "Strategic Procedure" can result in a synergy effect for effective implementation of ESC policy. This appears especially true in developing a supportive infrastructure for sustainable consumption as a vital tool for enabling people to maintain their proactive participation in daily life.
- 5) *Social and Cultural Contents of ESC Policy* – which reflect indigenous contexts regarding consumption patterns are significant when we consider how ESC can have specific national and local applications, especially for effecting change over a short period of time. ESC policies linking socio-cultural and psychological motivations with traditional habits provide the stimulus for socio-cultural shifts towards a normalised vision of sustainable consumption.

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#### **Secondary Significance for Specific Policy Contents**

There are also several findings from the case studies regarding specific aggregate criteria in the assessment framework. These findings demonstrate a secondary significance because they are not represented across all cases, but are highlighted here as good practice areas of effective policies.

- 1) *Economic Incentives* – The provision of financial savings/benefits for sustainable consumption is demonstrated as an easy way to engage consumers and promote action. It is possible to divide economic incentives into two categories based on amount of savings (small or large) and on regularity of consumption (frequent or seldom). Small savings in relation to frequent consumption actions appear to have more long term impact than do large savings on irregular consumption actions.
- 2) *Regulation Coupled with Information Provision* – When regulations are used to stop specific negative consumption behaviours, the provision of relevant information is an important part of the effectiveness of this policy measure to help people understand the purpose of the regulations and encourage continued practice.
- 3) *Correlation between "Maintenance" and "Future Vision"* – Four of the five cases that achieved the "maintenance" criteria also indicated "future vision". In this research, "future vision" encourages individuals that they can affect change towards an achievable positive future and sustainable society. The potential causal linkage between the promotion of "future vision" and consumer progress towards long-term maintenance of sustainable consumption deserves further investigation.
- 4) *Visualising "Responsibility" Rationales for Participation in Sustainable Consumption*
  - To facilitate more individuals' direct engagement, providing information about the clear consequences between their consumption choices and the wider environmental and social impacts of these practices appears to be vital. In particular, integrating a sense of responsibility with a sense of community seems to strengthen ESC projects' long term success.
- 5) *Missing Linkage between "Simple Actions" and "Future Vision"* – Though both criteria are important factors in developing environmental citizenship, there appears to be difficulty in aligning these two values. When simple actions are promoted, it appears difficult to achieve future vision, and vice versa. However, an ESC strategy of "simple action" appears to be very effective as the clear guidance facilitates people to practice with better understanding. Future research is therefore needed to address how best to reconcile this deficiency in current policy.

### **Conclusions**

Policy Implications are highlighted regarding the general structure and specific content of effective ESC policies. The assessment of the selected cases provides a strong understanding of how the identified primary components of ESC apply in practice. The components can be used to identify the important factors of effective ESC campaigns. It would also be possible to develop evaluation criteria from the assessment framework. Moving forward with recommendations for policy makers, these components provide a tool for conceptualising good policy structure and can facilitate planning of effective consumer ESC campaigns.

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A strong consumer education strategy for sustainable consumption will need to be holistic in nature and should utilise opportunities outside the scope of normal education activities. ESC initiatives would benefit from following a more systematic process and incorporating an understanding of current contexts to pinpoint where successful interventions may occur. The conclusions from the research of ESC practice cases also highlights the need to advance "Educational Instruments" in general to incorporate value learning and the promotion of behavioural change. Furthermore, it is recognised that dealing with social, cultural and psychological drivers of consumption are important areas to focus on in ESC initiatives in order to engage directly with consumers and to establish a sense of individual responsibility for sustainable consumption. At the same time, "Regulatory" and "Economic Instruments" can have an important place in creating enabling conditions for sustainable consumption and encouraging initial contemplation of these options.

### Recommendations

**For Formal Education:** Both ESC and more generally ESD could be improved in schools and universities through the development of better interdisciplinary coverage of these topics. Rather than being treated as standalone topics, ESC and ESD can provide a holistic theme to be addressed by multiple disciplines in consistency. However, one current obstacle is the lack of teacher training on these subjects and in regards to this type of innovative teaching-learning style.

**For Informal Education and Consumer Awareness Raising:** Improvement of consumer-based ESC requires more recognition of critical factors for influencing consumer behaviour including preconditioning social and cultural factors. A clearer understanding of the relationship between consumer and both social and environmental impacts of consumption and the promotion a realistic vision of the future we are striving to achieve helps to stimulate an individual sense of responsibility. Finally, this process would benefit from the use of diverse policy instruments and multiple media/public communication strategies.

**For a Facilitating Social Infrastructure:** It is highly beneficial to factor the promotion of sustainable consumption and consumer awareness raising into the establishment of all SCP policies, especially those aiming at changing the social infrastructure. Conceptually, this should consider directly how to promote responsible behaviour at the individual level and also how to facilitate and give incentives for its practice at a social level.

### ANNEX 1 – ASSESSMENT FRAMEWORK OF ESC COMPONENTS

| Target: Personal and Individual Practice   | Target: Social and Political Systems   | Strategic Procedure  |
|--|--|--|
| <p><b>Promote Responsible Behaviour<sup>1,2,3</sup></b><br/> <i>Stages of Change In a decision-maker's consumption practices</i><br/> <b>Precontemplation</b> – the decision-maker is unaware of subject and information (education and awareness raising is necessary to initialise contemplation);<br/> <b>Contemplation</b> – the decision-maker begins to consider the subject, but does not link to action (clear linkages must be drawn between the issue at hand and the individual's daily practices);<br/> <b>Decision/ Determination</b> – conscious choice is made to take action and incorporate into daily practices (practical examples to support action must be demonstrated);<br/> <b>Action</b> – the decision-maker tests/experiences ways to incorporate new beliefs into practical behaviour (new behaviour and action must be supported and rewarded);<br/> <b>Maintenance</b> – the decision-maker continues with regular practice of this new behaviour and incorporates into practices of a wider community (links should be drawn between new behaviour and wider socio-cultural changes).</p> <p><b>Develop Environmental Citizenship<sup>1,2,3</sup></b><br/> <i>Effective Value Promotion for consumers' proactive participation in sustainable consumption</i><br/> <b>Pro-environmental values</b> – a personal belief that protecting the environment is important;<br/> <b>Individual Empowerment</b> – that each person can be a powerful agent of change;<br/> <b>Responsibility</b> – a sense of environmental citizenship and duty;<br/> <b>Simple actions</b> – recognition that little steps can lead to big impacts;<br/> <b>Future Vision</b> – an inspired view of achieving a sustainable society.</p> <p><b>Influence Patterns of Consumption</b><br/> <i>Efficient Tools and Instruments governments can utilise to encourage SCP</i><br/> <b>Regulatory instruments</b> – Used mainly to enforce minimum standards;<br/> <b>Economic instruments</b> – Negative taxing, positive subsidies and green procurement strategies;<br/> <b>Educational instruments</b> – Research/development, production training, public education, participatory learning methodologies, critical analysis techniques;<br/> <b>Cooperative instruments</b> – Improved production by technology transfer and voluntary agreements;<br/> <b>Informational instruments</b> – Consumer information: eco-labeling, auditing and reporting, environmental quality targets, consumer advice.<br/> <i>n.b.<sup>4</sup></i></p> <p><b>Develop Supportive Infrastructure for SCP</b><br/> <i>Preconditioning Factors of Consumption to consider in developing a supportive infrastructure</i><br/> <b>Economic development</b> – Secure access to sustainable purchasing choices, reduce product costs, improve productivity and strengthen sustainable livelihood opportunities;<br/> <b>Technological progress</b> – Reduce resource consumption, promote product efficiency and dematerialisation; consumption and low-carbon lifestyles, also ensure policy consistency;<br/> <b>Political settings &amp; policy actions</b> – Provide supportive political framework for transition to sustainable consumption and low-carbon lifestyles, also ensure policy consistency;<br/> <b>Cultural &amp; historical contexts</b> – Respond to deep-set codes of conduct that frame knowledge and behaviour;<br/> <b>Social factors and conditioning</b> – Address social meaning and symbolic value of material possession;<br/> <b>Psychological motives</b> – Address personal understandings of happiness and quality of life.</p> <p><b>Catalyzing Practice of Sustainable Consumption</b><br/> <i>Procedural Steps for systematic development towards sustainable consumption</i><br/> <b>Enable</b> – remove barriers to sustainable consumption, develop supportive infrastructure, educate and give information about how to consume sustainably;<br/> <b>Encourage</b> – reward good behaviour, penalise bad behaviour, and enforce minimum standards;<br/> <b>Engage</b> – involve the public, communicate and campaign, utilise media resources, stimulate community action;<br/> <b>Exemplify</b> – lead by example, develop good practice and achieve a policy consistency;<br/> <b>Catalyze</b> – building from the other four points, make major shifts in social and cultural habits to engender a cultural paradigm grounded in sustainable practice.</p> | <p><b>Target: Social and Political Systems</b></p> <p><b>Influence Patterns of Consumption</b><br/> <i>Efficient Tools and Instruments governments can utilise to encourage SCP</i><br/> <b>Regulatory instruments</b> – Used mainly to enforce minimum standards;<br/> <b>Economic instruments</b> – Negative taxing, positive subsidies and green procurement strategies;<br/> <b>Educational instruments</b> – Research/development, production training, public education, participatory learning methodologies, critical analysis techniques;<br/> <b>Cooperative instruments</b> – Improved production by technology transfer and voluntary agreements;<br/> <b>Informational instruments</b> – Consumer information: eco-labeling, auditing and reporting, environmental quality targets, consumer advice.<br/> <i>n.b.<sup>4</sup></i></p> <p><b>Develop Supportive Infrastructure for SCP</b><br/> <i>Preconditioning Factors of Consumption to consider in developing a supportive infrastructure</i><br/> <b>Economic development</b> – Secure access to sustainable purchasing choices, reduce product costs, improve productivity and strengthen sustainable livelihood opportunities;<br/> <b>Technological progress</b> – Reduce resource consumption, promote product efficiency and dematerialisation; 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N.B.: see notes on following page

#### Notes from Annex 1:

- <sup>1</sup> adapted from Andreasen, 2002. "Marketing Social Marketing in Social Change Marketplace". *Journal of Public Policy and Marketing*, vol. 21 (1).
- <sup>2</sup> values were identified by authors as key concepts in the theories of responsible environmental behaviour and environmental citizenship
- <sup>3</sup> adapted from Tyson, ed. 2006. *Policy Instruments for Resource Efficiency: Towards Sustainable Consumption and Production*. Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ).
- <sup>4</sup> adapted from UN-DESA, 2009. "Sustainable Lifestyles and Education for Sustainable Consumption". [http://esa.un.org/marrakechprocess/pdf/Issues\\_Sus\\_Lifestyles.pdf](http://esa.un.org/marrakechprocess/pdf/Issues_Sus_Lifestyles.pdf)
- <sup>5</sup> adapted from HM Government. 2005. *Securing the Future: Delivering UK sustainable development strategy*. DEFRA.

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## EDUCATION FOR SUSTAINABLE CONSUMPTION: EFFECTIVE STRATEGIES TO PROMOTE RESPONSIBLE CONSUMER BEHAVIOUR

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East Asia Workshop on Education for Sustainable Consumption  
Organised by IGES, MEP, and BNU

5-6 December 2010  
Beijing Normal University  
Beijing, China

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

## Institute for Global Environmental Strategies *Education for Sustainable Consumption*

### Education for Sustainable Consumption

“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.”

(UNEP: *Here and Now*, 2008: 9)

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## Institute for Global Environmental Strategies *Education for Sustainable Consumption*

### Sustainable Consumption in Asia-Pacific

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

- Population** → ~4 Billion, 60% of the world total
- Child (0-14) and Youth (15-24) Population** → over 1.5 billion
- Fastest Regional Economic Growth (over past 40 years)** → average GDP per capita growth rate of 3.31% compared to a global average of just 1.93%
- Largest regional Consumer Class** → almost 500 million people, 29% of the world total
- Global Private Consumption** → contributes 21.4% of world total
- Massive discrepancies in Purchasing Power** → only 27% of region’s population are part of the consumer class
- Living on less than \$1.25 per day** → over one quarter of the region’s population in extreme poverty

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### 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* (UNEP, 2010).
- 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.

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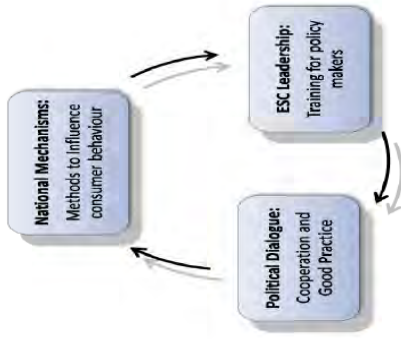
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## Research Priorities to Advance ESC Policy

Following consultations with international and national specialists in ESD and SCP, including relevant government officers from China, Japan and Republic of Korea, three priorities were identified for advancing governmental promotion of responsible consumer behaviour and implementation of ESC.

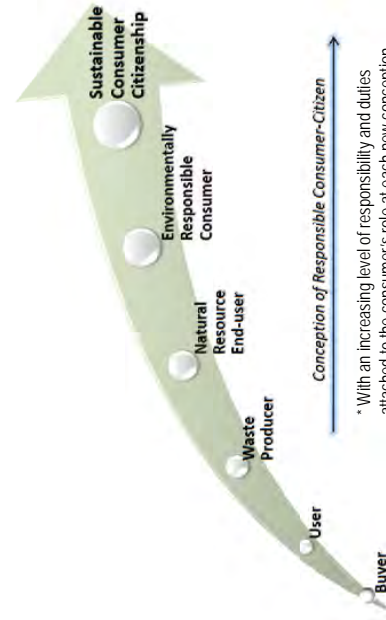


## Purpose and Structure of ESC Research

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

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

## Conceptual Evolution of “Consumers”



\* With an increasing level of responsibility and duties attached to the consumer's role at each new conception.

## Promoting Responsible Consumer Behaviour

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

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

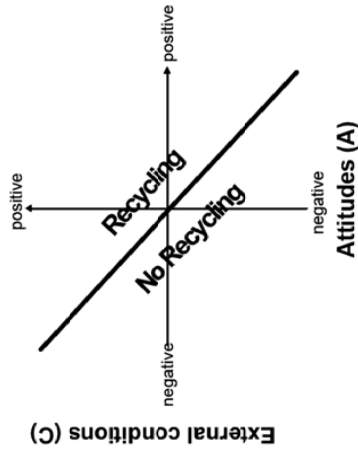
**Engage** – involve the public, communicate and campaign, utilise media resources, stimulate community action;

**Exemplify** – lead by example and achieve a policy consistency  
**Catalyse** – building from the other four points, make major shifts in social and cultural habits to break old habits and kick start change

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

## External and Internal Factors Influence On Consumer Behaviour

- Utilising the Attitude-Behaviour-Context (ABC) Model (Stern, 2000), this was applied to study consumer behaviour towards recycling.
- That when external factors (ie. a facilitating social infrastructure) are strongly positive or strongly negative, than internal attitudes hold little influence.
- When external factors are neutral, then behaviour is more strongly effected by internal attitudes.



Source: Jackson, Tim (2005). *Motivating Sustainable Consumption*. Page 92.

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## 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/experience;s 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 (Andreassen, 2002).

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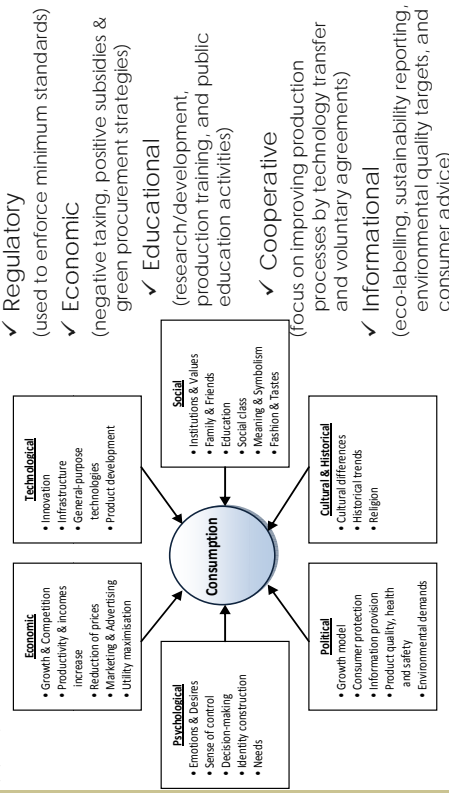
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## SOCIAL DRIVERS FOR CONSUMPTION AND LIFESTYLES

Figure 3.1 – Drivers for Consumption and Lifestyles

(prepared by UN-DESA, internet: 2009)



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## Framework for Analysing ESC Initiatives

### Personal and Individual Practice

- ✓ Promote Responsible Behaviour  
(as procedure for affecting internal factors);
- ✓ Develop Environmental Citizenship  
(as objective for influencing personal behaviour);

### Social and Political Systems

- ✓ Influence Patterns of Consumption  
(as procedure for affecting external factors);
- ✓ Develop Infrastructure for Sustainable Consumption & Production  
(as objective for establishing supportive contexts);

### Strategic Procedure

- ✓ Catalyzing Practice of Sustainable Consumption  
(to ensure procedural integration).

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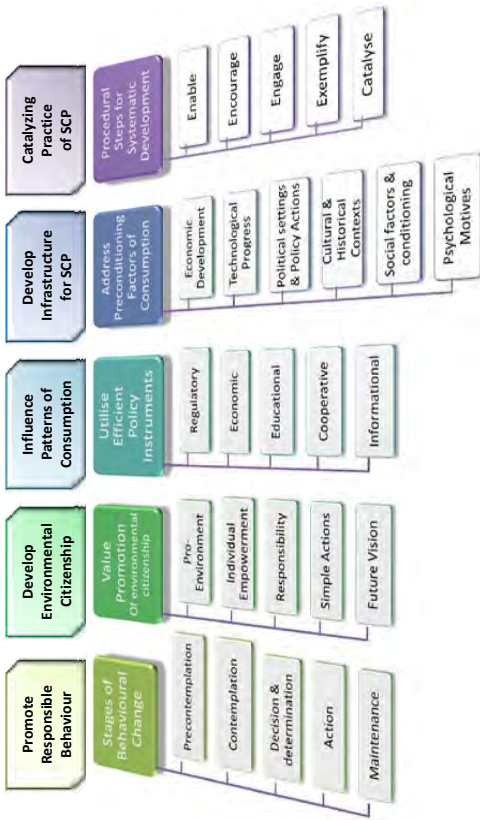
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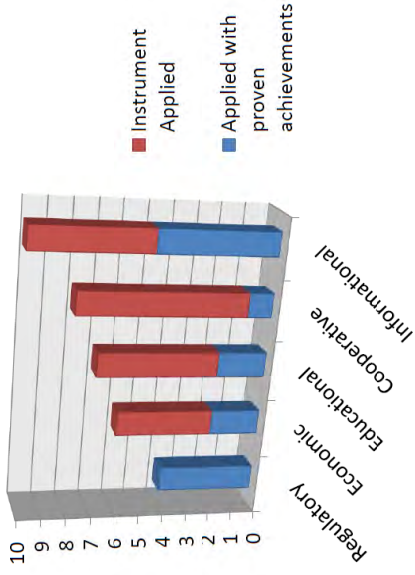
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**Assessment Criteria for ESC Mechanisms**



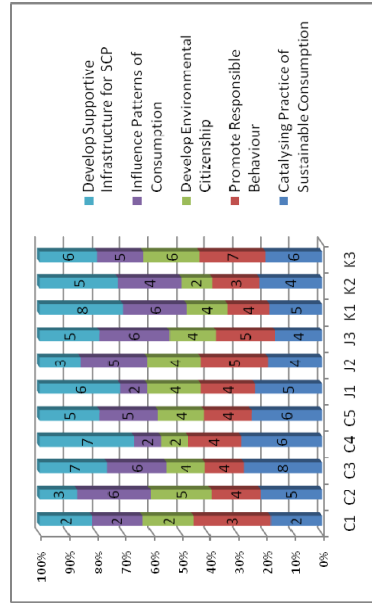
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**Diversity of Policy Instruments Applied In ESC Cases**



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**Distribution of Aggregate Criteria of ESC Mechanisms**



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**Implications for Policy Structure and Contents**  
Primary Significance for General Policy Structure

- **The Five Primary Components of ESC** – Proved to be significant structural components in formulating effective ESC policy.
- **Motivational Factors of Personal and Individual Practice** – Though underrepresented in national policy frameworks, are essential to encourage voluntary participation/empowerment as personal changes in consumption practices appear rooted in practical experience.
- **Supportive Social and Political Systems** – Provides the practical facilitation for sustainable consumption becoming the normal option and choice. To develop a supportive infrastructure, the preconditioning factors that drive consumption practices must be addressed

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### Primary Significance for General Policy Structure – Continued

#### • **Well-balanced Contents of ESC Policy –**

Integrating the three main targets of the identified ESC components “Personal and Individual Practice”, “Social and Political Systems” and “Strategic Procedure” can result in a synergy effect for effective implementation of ESC policy.

#### • **Social and Cultural Contents of ESC Policy –**

Specific national and local ESC policy applications that reflect indigenous contexts regarding consumption patterns are necessary. ESC policies linking socio-cultural and psychological motivations with traditional habits help to address personal understandings of happiness and quality of life in order to develop a new value of material possessions. This in turn provides the stimulus for socio-cultural shifts towards a normalised vision of sustainable consumption.

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### Implications for Policy Structure and Contents

#### Secondary Significance for Specific Policy Contents

#### • **Economic Incentives –**

The provision of financial savings/benefits for sustainable consumption is demonstrated as an easy way to engage consumers and promote action.

#### • **Regulation Coupled with Information Provision –**

When regulations are used to stop negative consumption behaviours, the utilisation of informational instruments helps people understand their purpose and encourage the maintenance of practice.

#### • **Correlation between “Maintenance” & “Future Vision” –**

Four of the five cases that achieved the “maintenance” criteria of the first component also indicated “future vision” by encouraging individuals that they can affect change towards a sustainable society.

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## Institute for Global Environmental Strategies Education for Sustainable Consumption

### Secondary Significance for Specific Policy Contents – Continued

#### • **Visualising “Responsibility” Rationales for Participation in Sustainable Consumption –**

To facilitate direct engagement, providing information about the clear consequences between consumption choices and wider environmental and social impacts of these practices appears vital. In particular, integrating a sense of responsibility with a sense of community seems to strengthen ESC projects’ long term success.

#### • **Missing Linkage between**

##### **“Simple Actions” & “Future Vision” –**

Though both criteria are important factors in developing environmental citizenship, there appears to be difficulty in aligning these two values. Future research is therefore needed to address how best to reconcile this deficiency in current policy.

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## Institute for Global Environmental Strategies Education for Sustainable Consumption

### Five Point Strategy for ESC Implementation

1

Establish Vision

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

2

Checking Current Situation

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

3

Building Action Plan

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

4

Securing Implementation

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

5

Reflection

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

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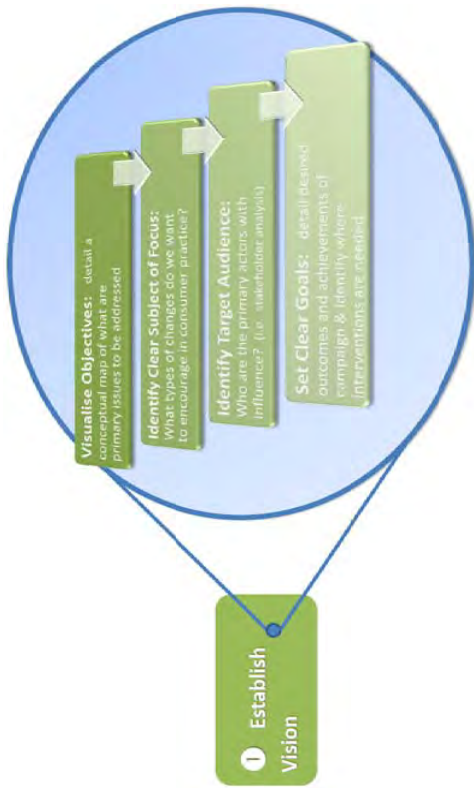
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*Education for Sustainable Consumption*



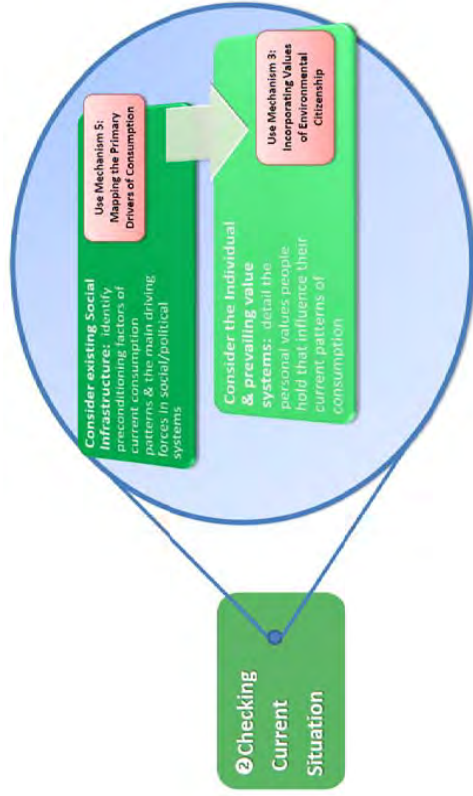
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*Education for Sustainable Consumption*



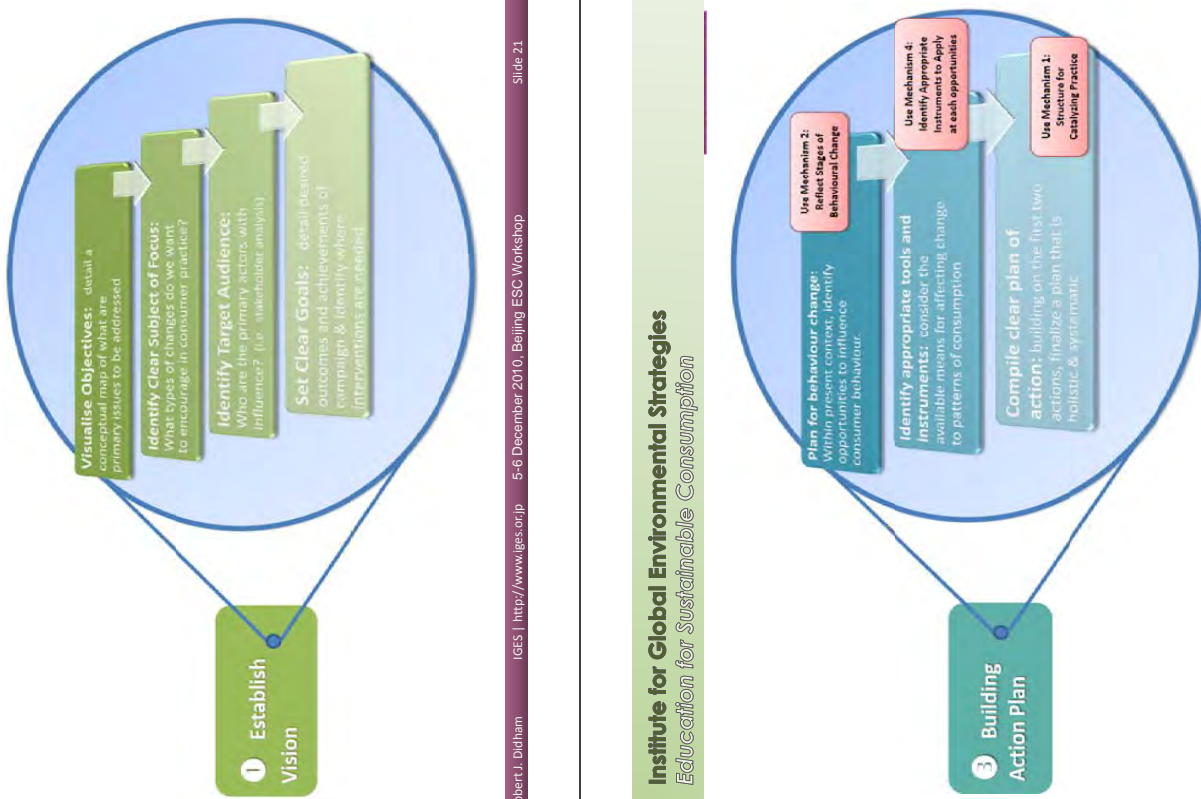
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*Education for Sustainable Consumption*



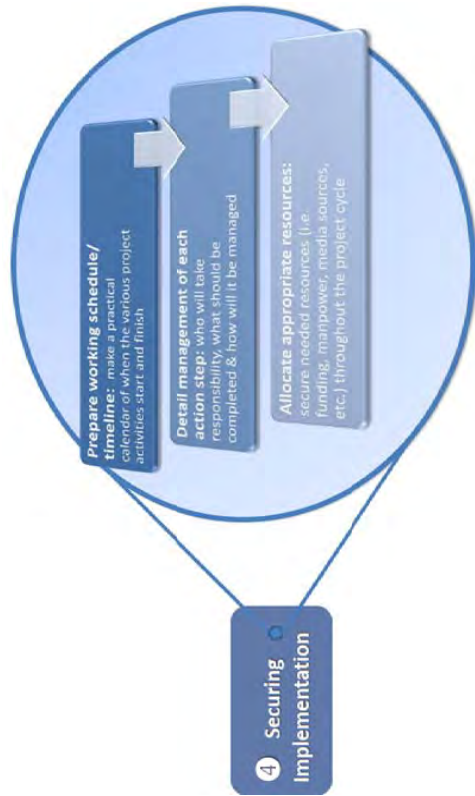
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*Education for Sustainable Consumption*

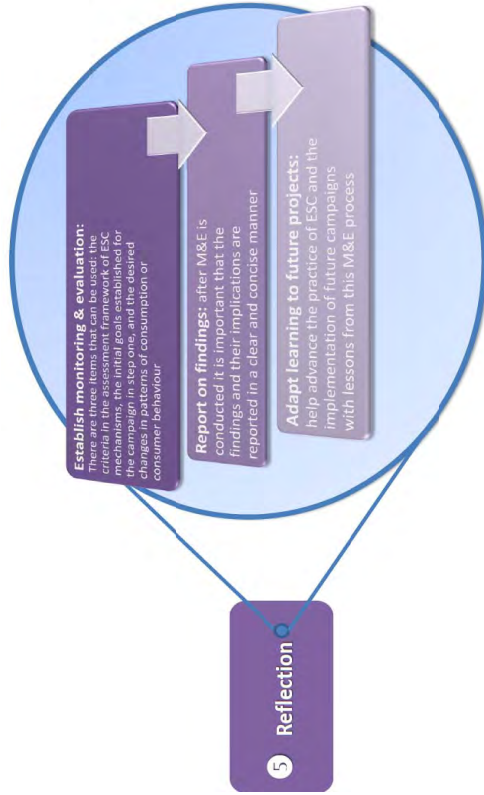


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## International Cooperation on ESC

IGES is supporting the international development of ESC:

- Focused research on increasing governmental capacity for ESC implementation in Northeast Asia
- Collaboration with the Partnership for Education and Research about Responsible Living (PERL) [[www.perlprojects.org](http://www.perlprojects.org)]
- Collaboration with UNEP “Global Survey on Sustainable Lifestyles” (GSSL)
- Efforts to develop an Asia-Pacific Regional Network on ESC through cooperation with PERL, UNEP and UNESCO
- Inputs to CSD 18 & 19 (2010 & 2011) and the formation of a 10 Year Framework of Programmes on Sustainable Consumption and Production

*Thank you for your  
kind attention!*

For Further Information & Contact

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

## **Re-cap from Day 1 and introduction to agenda for Day 2:**

*Prepared by Robert J. Didham, IGES*

Good Morning Ladies and Gentlemen,

I hope everyone had a good night, and I would like to extend a warm welcome back to the East Asia Workshop on Education for Sustainable Consumption.

This morning we will have a couple of presentations looking at policy opportunities for strengthening education for sustainable consumption and for better integration with wider priorities on sustainable consumption and production. In Session 5, there will be an opportunity for participants to discuss and identify concrete ways to improve ESC implementation in East Asia and to share their own experiences and innovative practices on promoting sustainable consumption.

Let's take a quick look back at the valuable presentations that were made yesterday:

The workshop opened with our three key speakers – Mr. Tang Dingding, Prof. Zuoyu Zhou, and Dr. Mee Young Choi – identifying the importance of the workshop's topic on education for sustainable consumption, the need for clear research evidence and policy recommendations for improving its implementation, and sincere wishes for the success of the workshop.

In Session 1, we heard from Dr. Jiang on UNEP's strategy for promoting sustainable lifestyles and on the overall international process towards developing a 10 year framework of programmes on sustainable consumption and production. Dr. Choi explained UNESCO's actions especially under the framework of the Decade for Education on Sustainable Development (UN DESD, 2005-2014). These two presentations identified opportunities where ESC can be integrated with wider policies on education for sustainable development (ESD) and on sustainable consumption and production (SCP). I think it is important to keep in mind that ESC is significant because it focuses on an area where people can take practical and meaningful actions in their daily lives. Compared to both SCP and ESD, the value of ESC is that it expresses simple actions and progressive steps that people can directly participate in.

Ms. Zhang explained to us the sustainable consumption policies in China, especially on eco-labelling and green public procurement. These two areas are ones that all three countries, China, Japan and Republic of Korea, are actively promoting and under the Tripartite Environmental Ministers Meeting the three countries are working towards better harmonization between the countries' systems. Green market promotion, especially through eco-labels and green purchasing, should be seen as a real strength among the three countries' promotion of sustainable consumption.

In the afternoon, several case studies were presented from the three countries. Ms. Yang Ke presented cases on ESC practice in informal education from the Beijing Center for Environmental Protection. She highlighted five important questions that must be considered in terms of promoting sustainable consumption:

- 1) How can social movement towards sustainable lifestyles be stimulated through top down and bottom up approaches?
- 2) How can awareness and social involvement be stimulated at local levels?
- 3) How can the media and ICT be useful tools?
- 4) How does recognizing a person's many roles – parent, community member, consumer, etc. – help in achieving sustainability?
- 5) What is the best way to educate people about the impact of their lifestyle and to encourage more sustainable behaviours?

Then we had three country case studies looking at the current governmental capacity, strategies and approaches to implementing education for sustainable consumption. Dr. Tian explained China's current situation. This included recommendations for more efforts to develop bottom-up approaches and to link bottom-up and top-down actions. The challenge of access to information and knowledge exchange was also highlighted as an issue that causes obstacles for more holistic implementation.

Dr. Lee presented on the Republic of Korea. She explained that the country's strong strategies for green growth establish a major part of the framework for how ESC is addressed. It was also highlighted that though both civil society/NGOs and the government are taking actions on promoting sustainable consumption, that there is a need to create better cooperation between these two sectors.

Dr. Sato and Prof. Nakahara presented the case of ESC implementation in Japan. We saw that Japan has recently started to make significant strides in advancing ESD and sustainable consumption policies across the country's Ministries. However, we also heard that much of the thinking still remains more directed on consumer education and individual practice, but if these efforts are to stimulate a transition towards a low-carbon society than it is necessary to promote more complex and systematic actions that are linked to social and political systems rather than just simple actions the individual can take.

Finally, we had the presentation on IGES's research on ESC, and the attempt to identify policy mechanisms for influencing consumer behaviour. We saw that consumer behaviour and shifts towards more responsible consumption practices are influenced by both internal-individual factors and external contexts. Thus, to effectively implement ESC, there must be consideration from one side on how to make it easier to consume sustainably in regards to market infrastructure, political systems, and socio-cultural factors; and from the other side there must be consideration of how best to promote a sense of personal responsibility and consumer citizenship.

**Session 4 – Summary of Dialogues**  
**Country Case Studies of the Governmental Capacity for implementing  
effective Education for Sustainable Consumption**

---

**Chairman:** Prof. Han Ling, Peking University

*International Frameworks on SCP and implementation gaps between SCP and ESC*  
Presentation: Institute for Global Environmental Strategies, Mr. Lewis Akenji

*Environmental Policy Integration: Options for strengthening sustainability and ESC*  
Presentation: Institute for Global Environmental Strategies, Mr. Simon H. Olsen

**Mr. Akenji** from IGES gave a presentation on the current international policy processes and frameworks on SCP. This included a summary of tensions between environment and development, poverty, waste, and lifestyles. He presented details on the consequences of the emerging consumer classes in Asia which entails increased vehicle ownership, housing etc. In addition, he summarized a number of strategies for sustainability, including roundtables and NSSD consultations. Mr. Akenji explained the alternative national development paradigms in Asia that propose alternatives to GDP growth including China's circular economy, Japan's green innovation, Green Growth in Korea, Thailand's sufficiency economy, Bhutan's Gross National Happiness, and Cambodia's recent green growth roadmap. No matter the paradigm, however, implementation is always a problem. SCP is widely misunderstood. Improvements could be made through a whole systems transformation, to start addressing things from and upstream rather than downstream perspective, and to start measuring what matters in terms of social well-being. Finally, his presentation emphasized that there is a need to develop the capacity of all stakeholders regarding the workings of the 10-Year Framework Programmes on SCP and other proposed activities. He proposed the creation of a global research forum and a working group on ESC in Asia, potentially in link with APRSCP.

**The Q&A** provided an opportunity to talk about the differences between eco-efficiency and eco-sufficiency, and it was suggested that the latter requires low-level of investment and is geared to satisfy people. It was also asked regarding SCP policy and the link with poverty reduction, whether Mr. Akenji could share any good case to show the symbiosis between SCP and poverty reduction?

Mr. Akenji explained that there is currently no real world example of how a society would look if it had 'graduated' to SCP. Without this vision, it is also difficult to move people towards SCP patterns. In addition, there is the conflict between material growth and human well-being. Measuring happiness and wellbeing is very subjective, and who is responsible for providing the means for it? Is it the role of the state? These examples show how SCP has not

been able to raise large amounts of people out of poverty, even though traditional practices are often used as good examples for sustainable lifestyles.

Another comment pertained to usefulness of national level directions and cases, and it was remarked that material production and consumption is regionally interconnected, so the question should be more about how inter-linkages and synergies can be made and/or strengthened. A further question was on the roles and responsibilities of education in this whole ordeal. Mr. Akenji answered that it is indeed not limited to the national level, and that the transboundary issues and concerns exist, as seen in international trade and perhaps embodied in the Green Economy initiative. Hence the vision of a sustainable society could be regional and global. Extended Producer Responsibility concept for instance is creating linkages amongst countries. Japan is working with Singapore and Malaysia to address waste. But SCP as a policy block in itself has not been addressed yet. Regarding IGES policy for addressing international cooperation, Mr. Akenji answered that different technical standards among countries make this kind of cooperation difficult. If harmonized, then it would be easier to create strong linkages among production and consumption flows in the region.

**Mr. Olsen**, also of IGES, provided a presentation on Environmental Policy Integration (EPI) and tried to draw parallels from international to national and sub-national challenges in governance. He explained that collective action on international levels could be seen as collective action problems among sectors on domestic action levels. He emphasized that these inherent ways to approach problems results in approaching sustainability issues from a sectoral point of view, which causes us to lose possible synergies if it were approached in a more holistic way. He compared sectoral to integrated approaches to sustainable development and proceeded to give an overview of his ongoing research on environmental policy integration, sharing ideas and good practices on how sectoral 'compartmentalization' can be broken down and cross-ministerial cooperation can be enhanced on domestic level policy formulation and implementation. His overall aim was to show how to create multi-level (vertical) integration of policies and multi-stakeholder (horizontal) participation in policy formation. He presented levels of integration as well as three different stages where integrative efforts could yield positive effects to synergistic cooperation between environmental ministries and departments and other ministries such as ministries of education.

**In the Q&A**, participants said that such kind of better integration, while perhaps not entirely focused on the nexus between education and environment, was useful for overall decision making efficiency. One participant pointed out that Northeast Asia is about to sign a free trade pact, and asked how would this kind of research benefit action on trade and environment issues. Mr. Olsen answered that this was a good case for environmental policy integration to avoid negative offsetting of trade and environment objectives, for instance



then it could be imagined that environmental criteria could be included in determinants for ease of access to markets. Non-tariff barriers could also be created with environmental concerns in mind. These would then be examples of EPI.

Another participant asked about the levels of EPI that Mr. Olsen had presented, and specifically whether there are any cases/studies of how to move from one level to next and what types of obstacles must be overcome at different levels. The answer revealed that there are not theoretical answers but plenty of experience to be found in European country cases, and that the methods and best strategy for improving integration to large extent would depend on the structure of the administration. Mr. Olsen also explained that actual information on how to transgress levels of integration was subject to current research.

A comment pointed out that much of this session was focused on top-down approaches and its use for bottom-up influencing decision-making was limited. Mr. Olsen commented that this could be true but that the objective with EPI was for more and better coordinated action in environmental matters, and since most decision making does take place from the top-down, EPI would be a tool to create better and more synergistic decision making. In addition it was pointed out that some initiatives had started as bottom-up lobbying efforts but now, three decades later, they were part of the top-down decision making.

## SCP Policies in Asia How can ESC contribute?

Lewis Akenji  
Policy Research Fellow  
IGES

## GROWING TENSIONS

## Diminishing natural resources

Increasing production



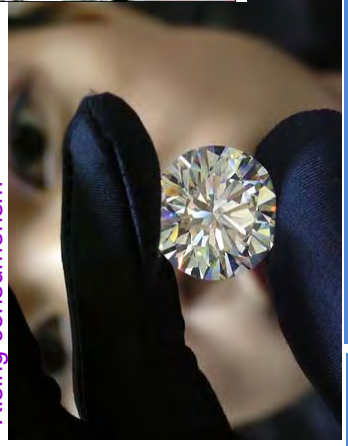
vs

depleting natural resources



## Social dichotomy

Rising consumerism  
vs  
Rising poverty



AP/ONG BAIKY

## Increasing waste and pollution

Increasing waste/pollution

vs

decreasing sinks

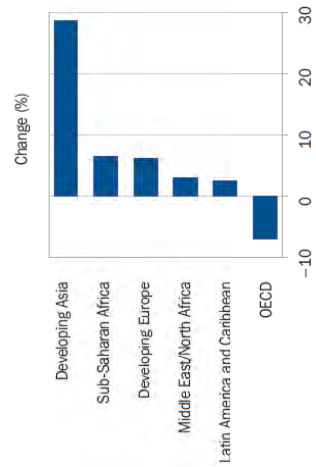


## SCP Policy areas for Lifestyles

- Energy
- Housing
- Mobility
- Food
- waste
- Cities planning and sustainable urban infrastructure
- Sustainable Lifestyles
- Poverty reduction

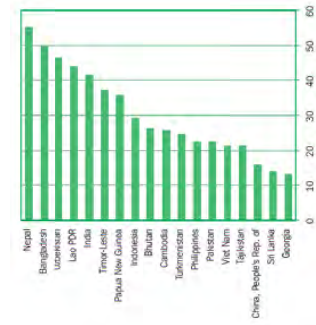
## Emerging consumer class

Change in size of middleclass by region; 1990 - 2008



Source: ADB, 2010

Economies with More than 10% of Pop. Living on Less than \$1.25 a Day



Number of Passenger Cars are Growing Faster than GDP

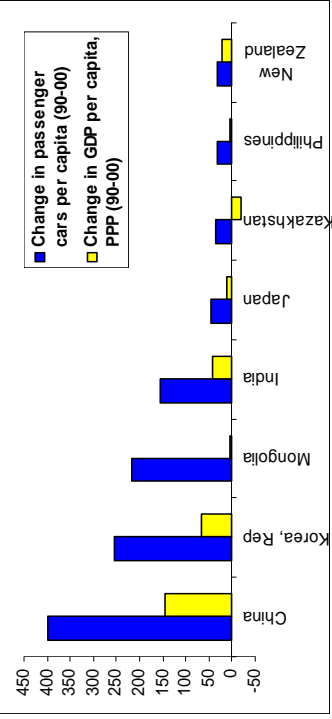


Figure 6.1 Per capita Water Consumption (1997–2001, cubic meters)

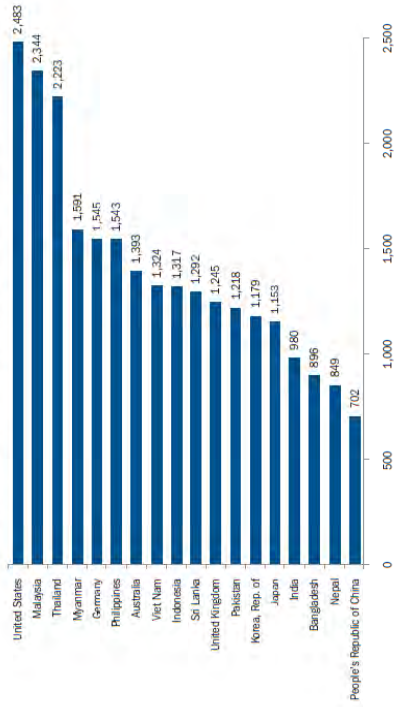
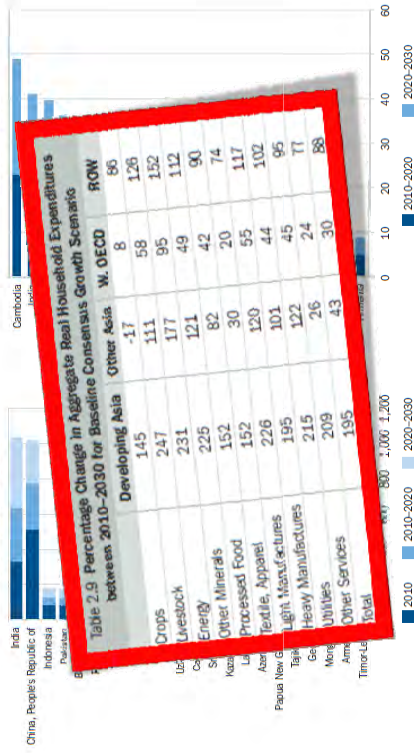


Figure 2.9 Middle Class Emergence to 2030 (&gt;\$2,000 income per person per day)



## NATIONAL STRATEGIES

Different routes, same destination

## Stakeholder channels

- SCP focal points
- SCP roundtables
- National consultations for NSSD

## China: Circular Economy



- Promoting research
- Providing government financial support for sustainability
- Construction of eco-industrial parks,
- Extending producer responsibility
- Using a 3R approach
- Setting up pilot projects

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## Japan: Green Innovation

•2010: “New Growth Strategy”  
Green Innovation and Asia = Revitalizing Japan’s Economy



### Green innovation in collaboration with Asia

- Incentive for green production, procurement, and consumption (eco-point and eco-car tax reduction)
- Integration of environmental policy and innovation policy
- Promotion of eco-infrastructure (eco-town collaboration in Asia)
- Shift Japan’s strength in low carbon technology, recycling and culture in harmony with nature into engine for new growth

Promotion of 3R

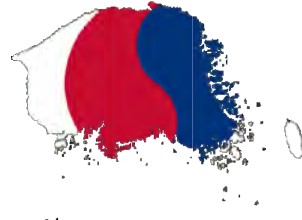
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## Rep. Korea: Green Growth

•2006: NSDS 2006 – 2010  
•2010: Framework Act for Low Carbon Green Growth



### Key themes:

- Sust. man’ of natural resources
- Social integration and national health promotion
- Sust. economic dev.
- Climate change and global env. issues
- Education for SD

SCP as an Implementation Task

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## Thailand: Sufficiency Economy

•Economic and Development Plan 2006-2011  
•Guidance manual: 2007 - 2036



A balanced state of  
happiness, Self-sufficiency,  
Social security

Seeks a balance between  
society at local level and  
market in a global context

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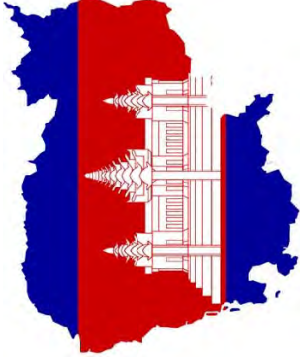
## Bhutan: Gross National Happiness



The Middle Path:  
National Environmental  
Strategy for Bhutan

## Cambodia

•2010: Green Economy Roadmap



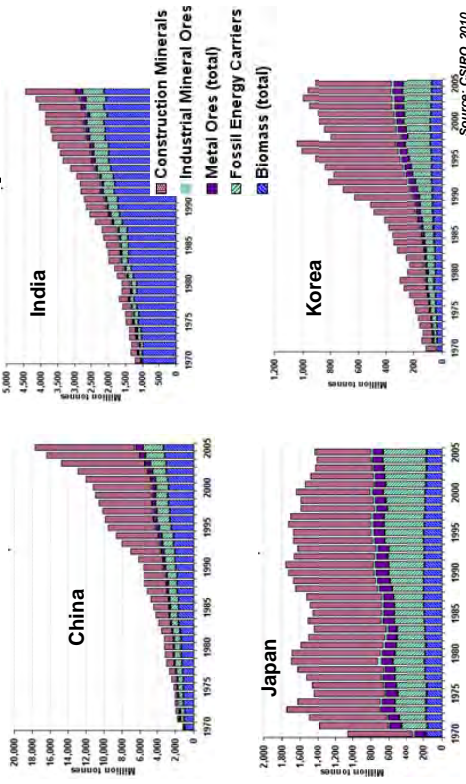
- NSDS formed by consolidating:
  - Socio-Economic Dev. Plan
  - National poverty Reduction Strategy
  - Rectangular Strategy
  - National MDGs and Action Plan

## conclusions

- There are policies...but mostly on paper
- SCP widely misunderstood...
  - As a European/American
  - Narrowed to reduced consumption
- Technology seen as main solution
- Economic growth is overriding policy driver

## EMERGING RESEARCH CONSENSUS

## Total Domestic material consumption



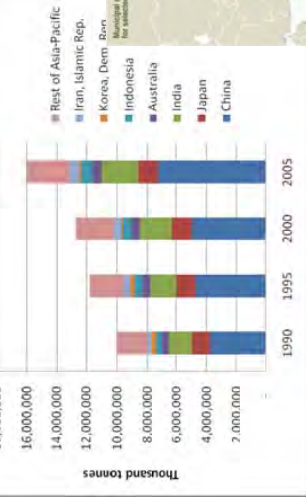
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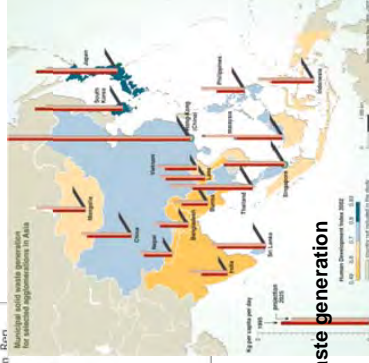
Source: CSIRO, 2010

## Major GHG emitting countries in AP



Source: World Bank Indicators,

## Municipal solid waste generation

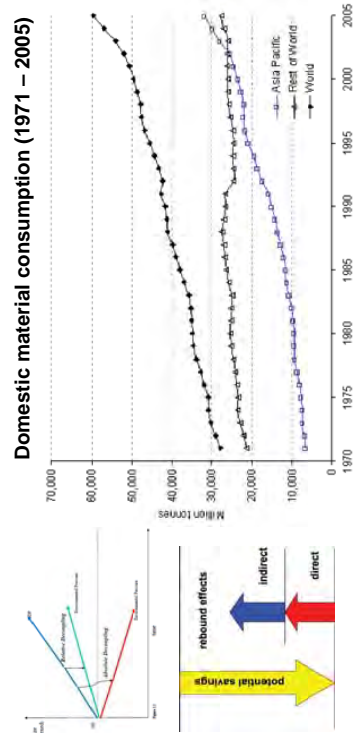


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## No decoupling



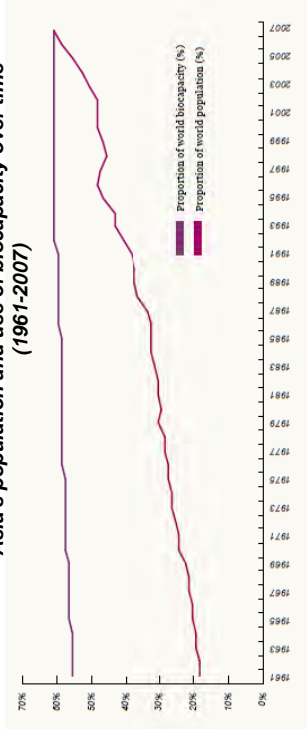
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## Low biocapacity in region

### Asia's population and use of biocapacity over time (1961-2007)



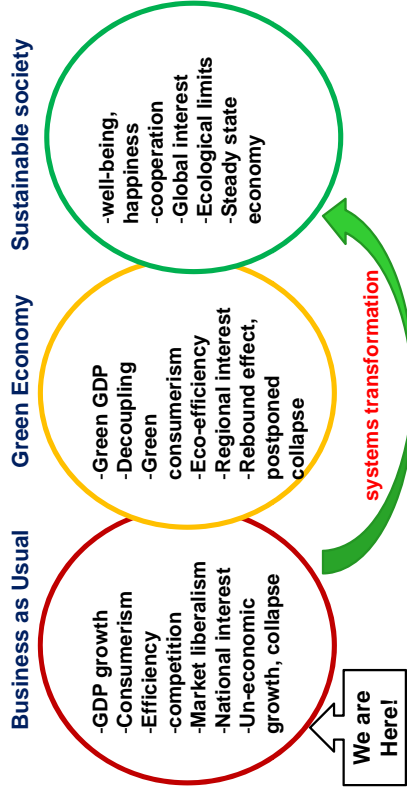
Source: Global Footprint Network, 2010

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## Transitional Economic models framing production consumption & patterns



## Sustainability Transitions

- From technical focus to broader socio-technical transformations
  - beyond eco-efficiency
- From peripheral issues to restructuring
  - From changing lightbulbs to developing sustainable housing infrastructure

## Sustainability Transitions II

- From downstream approaches to upstream
  - E.g. from waste management to resource efficiency
- From measuring material growth to measuring quality of life
  - E.g. GDP to social and ecological well-being
- From information provision to changing cultures framing stakeholder actions

## SOME PROPOSALS TOWARDS THE 10-YEAR FRAMEWORK OF PROGRAMS



## Mapping SCP Movement

- Develop a multi-regional inventory and online database of SPC programs and initiatives.
- Provide an interactive “meshwork” mechanism for practitioners to identify and connect with each other.

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## Global Research Forum

- Bring together organizations to map current research and identify research gaps
- Provide nexus for policymakers, advocates, researchers, educators, journalists
- Explore opportunities and obstacles in communicating research findings with the public.

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## WG on SCP in Asia

WG will:

- Provide technical and policy input to national and regional processes;
- Build a regional clearing house for SCP research, actions, policy;
- Facilitate info exchange among countries, institutions, experts, practitioners;
- Commission research for a regional vision-building towards a transition to a sustainable AP

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## ...and lots more...

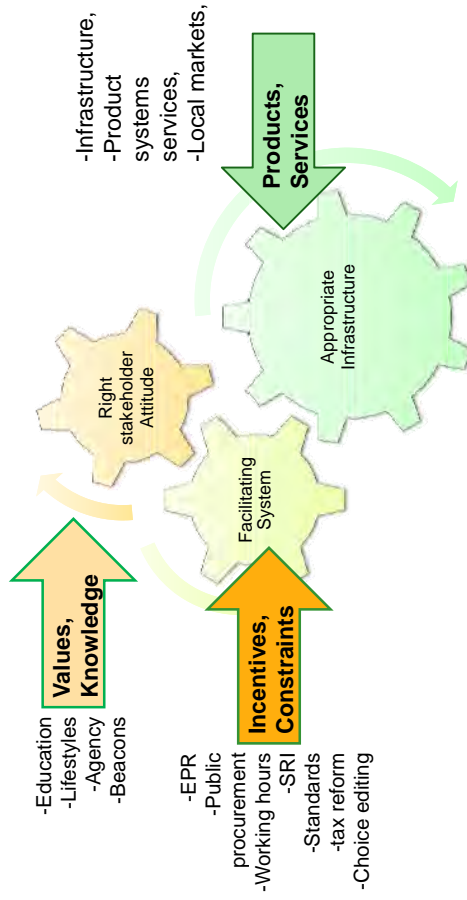
- Develop mechanisms that enable communities to make environmental systems decisions from a position of knowledge and understanding, that support the implementation of free, prior, and informed consent with a mutually agreed upon contract.
- Encourage all sectors of society, including business and industry, universities, governments, CSOs and community organizations, to work in cooperation to develop effective tools to educate and engage people in environmental management.
- Facilitate the development and implementation of programmes and/or ensure that existing programs at the community level effectively deliver knowledge and understanding about how biodiversity and ecosystems protection are closely linked to the community's livelihood and quality of living.
- Promote the development of ecological economics to determine reliable ways to measuring the costs of acting to achieve waste prevention and management against the costs of not acting.
- Develop mechanisms that support understanding the impacts of waste in the circumstance of a particular place, be it community, local, sub-regional, national, regional and/or global levels.
- Develop adequate measures of innovation and knowledge creation and apply them as the standards of success at the point of implementation.
- Develop an information service: integrating local, sub-regional, national, regional, and international levels through an inventory of local and sub-regional biological diversity, landscapes and ecosystems; promote the collaborative development of a global dialogue on what civil society and governance at the local level need to improve human and environmental planning and management.
- Support the representation and active participation of people directly affected by the impacts of wastes at national, regional, and international conferences.
- Ensure bottom-up consultation processes that builds a knowledge base of and verifies the myriad needs and issues to be addressed through national and regional processes.
- Partner with Cradle to Cradle Certification and appropriate UN agencies to develop a vision to guide product design and manufacturing using safe materials that can be disassembled and recycled as technical nutrients or composted as biological nutrients;  
<http://www.nbbdc.com/detail.asp?linkid=2&sublink=8>
- Develop capabilities in sustainable agricultural practices that do not disempower local people but build on proven practices.
- Support national and regional policy processes that engage civil society, provide agricultural training and participatory policy development as well as gender-based training of households on nutrition, climate change, an sustainable agricultural practices.

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## Framework for shift to SCP



Thank you!

[akenji@iges.or.jp](mailto:akenji@iges.or.jp)

## Environmental Policy Integration: Options for Strengthening Sustainability decision making and implementation

East Asia Workshop on  
Education for Sustainable Consumption &  
Promoting Sustainable Lifestyles  
*in China, Japan and Republic of Korea*

5-6 December 2010  
Beijing Normal University,  
Beijing, China

Simon Hoiberg Olsen, Policy Researcher  
Government and Capacity Group,  
Institute for Global Environmental Strategies, Japan

## Objectives

- Brief overview of contributing factors to the gap between policy formulation and implementation
  - Addressing SD implementation gap
  - Including education for sustainable consumption
- Identifying opportunities for:
  - Better environmental policy integration
    - National policy coherence
    - Regional harmonization and cooperation
  - Role of education in mainstreaming SD (ESD and ESC)
    - National
    - Regional

## Outline

- Challenges to cooperation amongst stakeholders
  - Mutually conflicting priorities
  - Compartmentalization and 'turfing'
- Integration of sustainability:
  - Environment as subsector to the economy,
  - Integrative approach
- Environmental Policy Integration
  - Definitions and examples
  - Approaches in national policy making and implementation
- In the context of today's group-work questions

## Addressing sustainability priorities

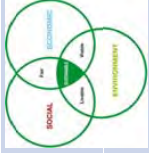

| International domain   | National domain   |
|--|---|
| Between countries (international stakeholders)   | Between ministries (national stakeholders)  |
| Tension between the need to internationalize rules and the desire to keep national control | Tension between 'traditional' ministerial priorities and cross-sectoral sustainability needs      |
| Cooperation as 'collective action' problem (free-riders)                                   | Cooperation can also be defined as 'collective action' problem in terms of conflicting priorities |

## Challenges to cooperation

- Current tools and institutions to facilitate robust response to environmental problems are unable to address cross sectoral problems to the environment
  - Compartmentalization “silo-effect”
    - → barriers to cooperation
  - Lack of policy coherence, coordination, and integration
  - Sectoral divide, lack of holistic approach
  - Mutually offsetting policy priorities: (The Founex report (1971))
    - Ex. trade vs. environmental protection
    - Development/Environment nexus
    - Consumerism vs. sufficiency



## Integration of sustainability

| Sectoral definition  | Integrated definition   |
|--|---|
| Risks approaching environmental sustainability concerns separately From other sectors?   | Environment as enabling a prospering society and economy  |
| Integration of environmental concerns are not fully realized And environment is de-facto often 'marginalized'.   | Realization of foundational importance of environment enhances argument for better integration of environment concerns in other sectors |
|   |    |
| How to get there? → Question that everybody is wrestling with. <ul style="list-style-type: none"> <li>• Environmental Policy Integration (EPI)                             <ul style="list-style-type: none"> <li>- Raising awareness about the need to treat environment on equal footing with other sectors of our society.</li> </ul> </li> </ul> |   |

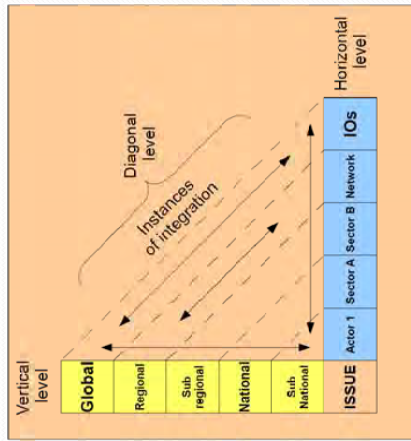
## Definitions of EPI

- Environmental Policy Integration (EPI) is a “...continual process to ensure environmental issues are reflected in all policy making” (EEA, 2005).
- “...Balancing economic, social and environmental interests and policies in a way that trade-offs (or negative effects) between them are minimized and synergies maximized” (Steurer 2008).
- Environmental issues are taken on board as early as possible and continuing during implementation
  - EPI has been defined as concept, strategy, principle, duty, process etc.
    - Wide array of focus can be good for increased political acceptability
    - Could also be unfortunate for benchmarking progress/extent of EPI

## On Environmental Policy Integration

- “Our common future” (WCED, 1987) and Agenda 21 (Ch. 8, 1992) → called for strengthening of integration principle
- Environmental Policy Integration (EPI) as objective of institutional organization has become increasingly common in many countries.
- EPI as EU focus (incl. the 6<sup>th</sup> EAP, 2002–2012; Cohesion Policy)
- EPI also seen as a domestic policy priority
- Integration of environmental concerns can happen throughout the policy cycle and may cover all aspects of policy making and implementation.
- Horizontal and vertical integration of SD concerns

# Horizontal and vertical EPI



(Olsen:2010)

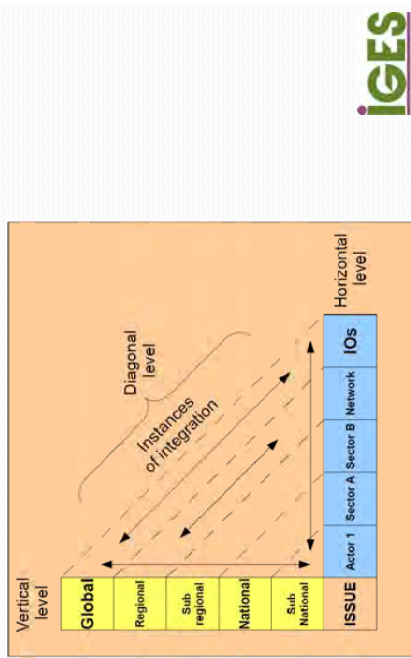
# Levels and extent of EPI

## The Metcalfe Scale of Coordination on Environmental Policy Integration

- Level 1 – Independence:** each department retains autonomy within its own policy areas irrespective of spillover impacts on cognate departments/areas.
- Level 2 – Communication:** departments inform one another of activities in their areas via accepted channels of communication
- Level 3 – Consultation:** departments consult one another in the process of formulating their own policies to avoid overlaps and inconsistencies
- Level 4 – Avoiding divergence in policy:** departments actively seek to ensure their policies converge
- Level 5 – Seeking consensus:** departments move beyond simply hiding differences and avoiding overlaps/spillovers to work together constructively through joint committees and teams
- Level 6 – External arbitration:** central bodies are called in by, or are imposed upon, departments to settle irresolvable interdepartmental disputes related to offset environmental issues
- Level 7 – Limiting autonomy:** Parameters are predefined which demarcate what departments can and cannot do in their own policy areas
- Level 8 – Establishing and achieving common priorities:** the core executive sets down and secures, through coordinated action, the main lines of policy

Jordan (2002), Metcalfe 1994)

# Horizontal and vertical EPI

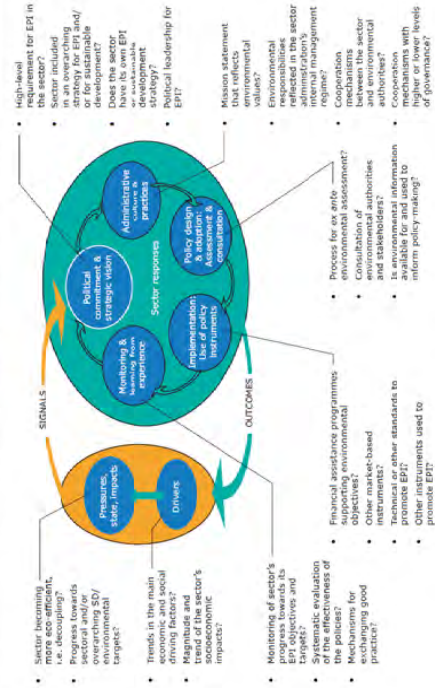


(Olsen:2010)

## Examples from the three stages of EPI within governments (Lenschow:2001, 2009) (Persson, Volker: 2004)

|   |   |
|---|---|
| <b>Communicative (normative)</b>          | Inclusion of environmental provisions in constitution;<br>National environmental plans and/or SD Strategies;<br>Obligations to report on environmental performance;<br>External and internal reviews of environmental performance;<br>Declarations, Road maps, Statements;  |
| <b>Operational (administrative)</b>       | Amalgamation of departments; Green Cabinets; parliamentary Committees, National Court of Auditors<br>Environmental units and correspondents within sectoral departments;<br>Interministerial (interdepartmental) working groups;  |
| <b>Procedural (tools and application)</b> | Green budgeting; conducting a national review of decision-making; ensuring the coherence of sector, economic, social and environmental policies;<br>Plans and policy instruments;<br>Extended rights for environmental ministries/departments (including veto rights, or consultation); Market-based instruments<br>Strategic environmental assessments (and other assessments);<br>Inclusion of environmental aspects in the assessment of new policies and reforms; |

Figure 1 Framework for evaluating integration of environment into sector policies



(EEA:2005)

## Examples of EPI

- Sweden: The Environmental Code, Sector responsibility, National environmental quality objectives (NEOs) and sector environmental objectives, Environmental management systems (EMSs) in government agencies, public procurement, environmental accounting, annual sustainability reporting, NSDS, etc.
- EU: “Five main avenues for strategic action: improving the implementation of existing legislation, integrating environmental concerns into other policies, working in partnership with business, empowering citizens and changing their behaviour, and taking account of the environment in land-use planning and management”\*.

\* [http://eur.pa.eu/legislation\\_summaries/agriculture\\_environment/1802\\_en.htm](http://eur.pa.eu/legislation_summaries/agriculture_environment/1802_en.htm)

## Examples of EPI cont'd...

- UK, the Netherlands, and Norway: Good examples of countries where environmental considerations are integrated into strategic planning.
- In Germany, a Green Cabinet was formed in 1971, and in 1975 an obligation was introduced to consult the responsible minister for the environment if a proposal was likely to be environmentally relevant (Volkery, 2004).
- Canada, Denmark, Finland, Mexico, Norway, Poland and UK have sectoral (ex: transport) strategies for environment.

## EPI in Ministries of Education/Environment?

- Vertical and horizontal integration
  - Sectoral
  - National → local
- Obtain high level support (ex. PM's office, constitutional Act)
- Existence of capacity building unit to improve capacity of other ministries?
- How is it done in NE-Asia:
  - Japan
  - China
  - Korea

How to strengthen EPI? What would be the role of ministries of education/environment, others?

## Working group questions:

1. Identify the current strengths and weaknesses in existing ESC strategies and policies.
2. Identify priority actions for ESC and develop strategies for improving the current approach to promoting sustainable consumption.
3. **Identify opportunities for better policy integration between wider SCP and ESD policies, and also to identify opportunities to strengthen regional cooperation on ESC.**

ありがとうございます!

감사합니다!

谢谢!

Thank you!

Dankeschön!

Tak!

## Session 5: Summary of Findings from Group Discussions

The following slides detail the points raised by the workshop participants while discussing three issues:

- Identifying the current strengths and weaknesses in existing ESC strategies and approaches in the three countries.
- Identifying priority actions for improving the implementation of ESC.
- Consider both opportunities for wider cooperation on ESC and sharing good practice examples.

## Strengths and Weaknesses of current ESC strategies and policies

- Good existing framework on EE and ESD
- China: Big factories/production and resources
- Korea: good green policies
- Japan: technology approach
- These areas can be linked to create synergy for green market development in East Asia
- Low-Carbon Strategy (China) – but with focus on production more as bigger CO<sub>2</sub> emitter
- China's strength of strong, centralized government which can easily affect top-down action.
- Sustainable Consumption challenges norms of comfort
- Need better linkages to cultural values and modernize with ESC concept
- Many obstacles at local level: how to move it into development planning?
- Not a priority for high-level governmental officials
- Investment to education is limited
- No System to do something on SC action
- China – bottom-up approaches have little ability to affect policy, no clear policy channels

## Strengths and Weaknesses, cont.

- China – Experimental and Pilot projects to test policy/program opportunities
- The region has good examples on livelihood practices and community practice
- Existing work on environmental health
- Japan - high citizen awareness of the need for sustainable consumption
- Development of product database of environmental performance
- Partnership Formation and International Cooperation Partners: international organizations, bi-lateral cooperation, NGOs, business sector
- Need capacity strengthening at local level for implementation, so it is not just policies at national level
- Lack of linkage between top-down and bottom-up approaches
- Political Linkages are mainly based on resource management and economic activities; we need to go beyond this limited approach to reach sustainable consumption and quality of life – by considering what the new policy direction should be.
- Lack of natural resources is increasing and limits political power
- rapid development and livelihood needs in Asia

## Strengths and Weaknesses, cont.

- Korea – good situation has developed with the strong Green Growth framework for opportunities to promote ESC
- To keep it realistic, there needs to be better connect with bottom-up approaches, NGOs, civil society
- There should be more direct connection with the needs and concerns of citizens in Korea, they currently are interested in well-being and there is an opportunity to draw a stronger link with sustainable consumption to move this from individual dimension to social dimension.
- Policy is changing to give in incentives for consumers to change behaviour, Weakness with this is that this is not really that strong influence on consumers, ESC could fill up this gap.
- NGOs have provided a lot of strong efforts on ESC, and they can take further effort on encouraging the government
- Need better mainstreaming of environment into education
- There is a lack of clear roles and authority among Ministries on ESC
- China- the unbalanced economic situations in the countries
- ESC has very broad target and actions need to be different depending on the diverse stakeholders – thus target setting is very important



## Priority Actions for ESC

- **& strategies for promoting sustainable consumption**
- Make people feel honoured/proud of taking action on sustainable consumption
- Promoting educational experiments and incorporating ESC into pilot projects, find opportunities to input into this system (in China)
- Bring ESC training to farmers and other natural resource professions.
- Education for participation in SD/SC decision making
- Cultural Values could be developed with synergy across the three countries
- Communication and Information Sharing (business-government, government- citizens, citizens- business)
- Recognizing through education that traditional values, culture, and lifestyles are important for people to stay rooted to more sustainable practices
- Encourage more participation from the private sector and provide support/capacity development for their actions.
- Ensure third party certification for the environmental quality and health aspects for consumer to know good choices. Need to create more eco-certification centers

## Priority Actions\_cfd.

- Sustainable Living and Lifestyles is an important concept to incorporate with ESC; development of learning materials would be highly beneficial
- Women are important group to target as the purchasers for the household.
- Looking at specific steps for reducing CO<sub>2</sub> emissions in daily life
- Traditional values in Asia are rooted in a deep respect for the environment, so we must not lose this in the way that ESC or ESD is promoted in the region.

## Opportunities for Regional Cooperation on ESC

- Asia-Pacific Roundtable on SCP
- PERL
- CSD and 10 Year Framework of Programs on SCP

## Good Practice Examples

- Program development on women in China by CEEC for reducing CO<sub>2</sub> emission
- Needs: partnerships with other countries and NGOs, network sharing, financial support,

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