

# Policy Recommendations

## ～Advancing Education to Promote Ethical Consumption～

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# The Current Status of Ethical Consumption Education

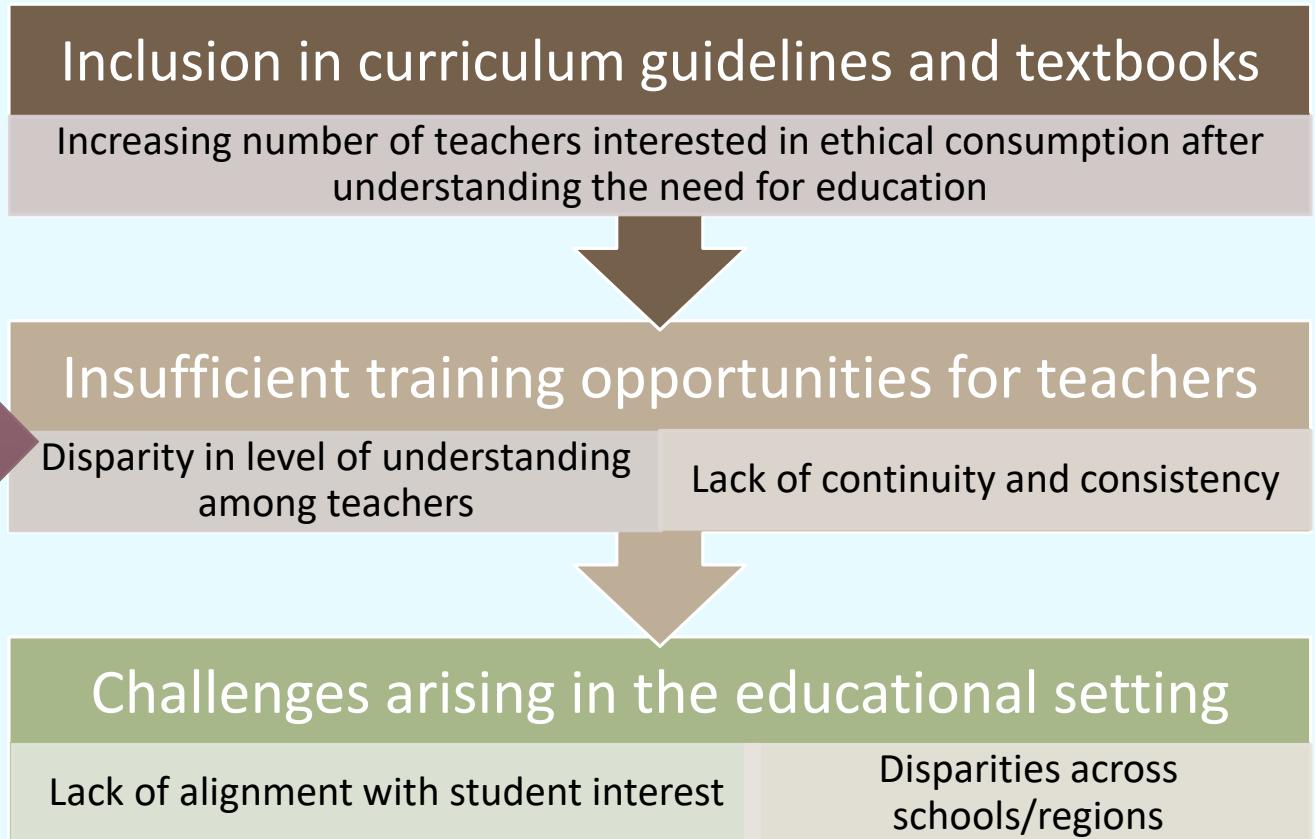
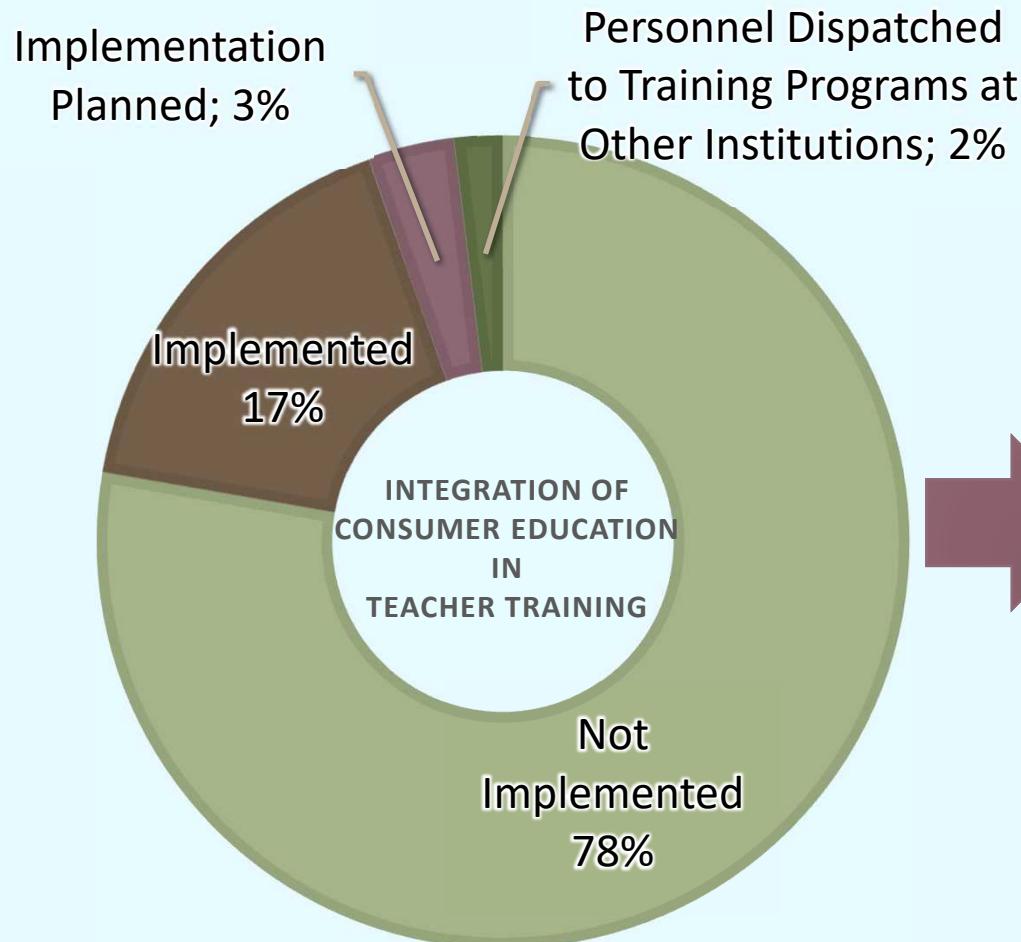
## Mandate and Integration into Curriculum Guidelines: **Fostering Creators of a Sustainable Society**

- Across elementary, junior high, and high school
- Opportunities to learn about in multiple subjects
  - **Home Economics:** Sustainable consumer lifestyles
  - **Social Studies:** Local and international issues
  - **Science:** Conservation of the natural environment and resource utilization
  - **Integrated Studies:** Themed research activities
  - **Ethics:** Cultivating responsibility toward the environment and society

## Enhancement of Learning Materials and Expansion of Initiatives

- Inclusion of “ethical consumption” in textbooks
  - **Junior High Home Economics:** Featured in bold
  - **High School Home Economics:** Featured prominently as a major learning objective
- Improvement of teaching materials
  - Resources provided by the **Consumer Affairs Agency (CAA)** and the **Tokushima Prefecture website**
- Advanced case studies and teaching materials
  - **Ethical Koshien, ESD (Education for Sustainable Development) Award**, etc.

# Challenges in Ethical Consumption Education



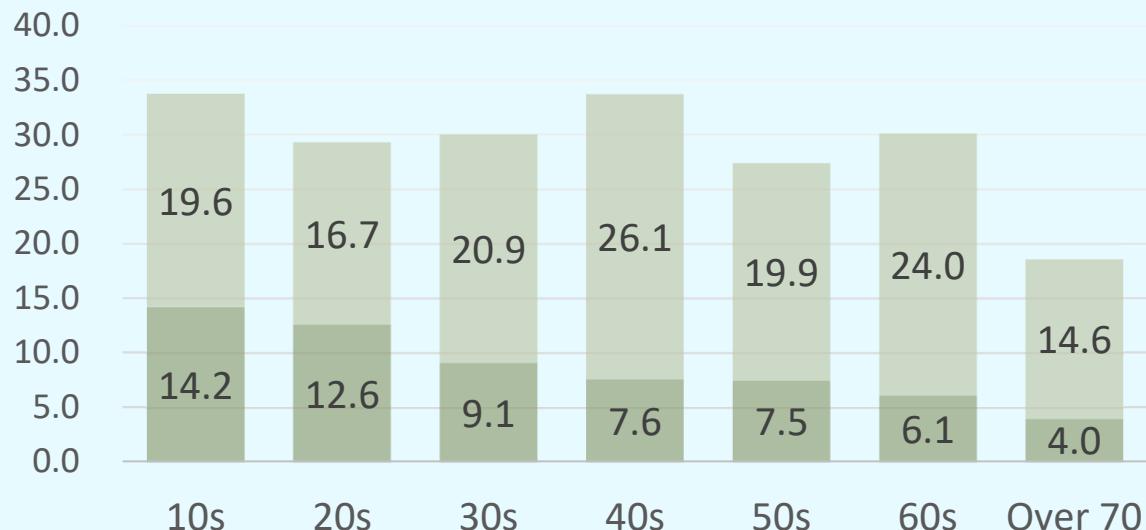
Source: Survey on Consumer Education Initiatives 2024, MEXT

# Ethical Consumption Awareness (By Age Group)

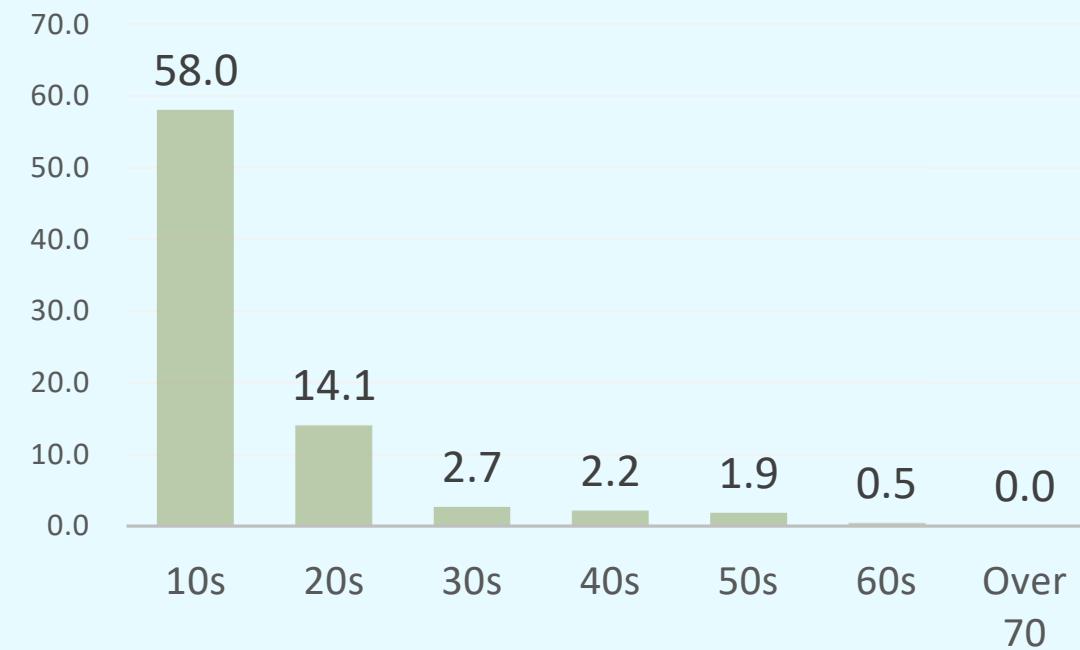
While word recognition does not vary significantly between those in their 20s and 60s, teenagers are more likely to know the meaning of the term, and most people learned about it through school.

## ETHICAL CONSUMPTION AWARENESS

- Know the term but not the meaning
- Know both the term and its meaning



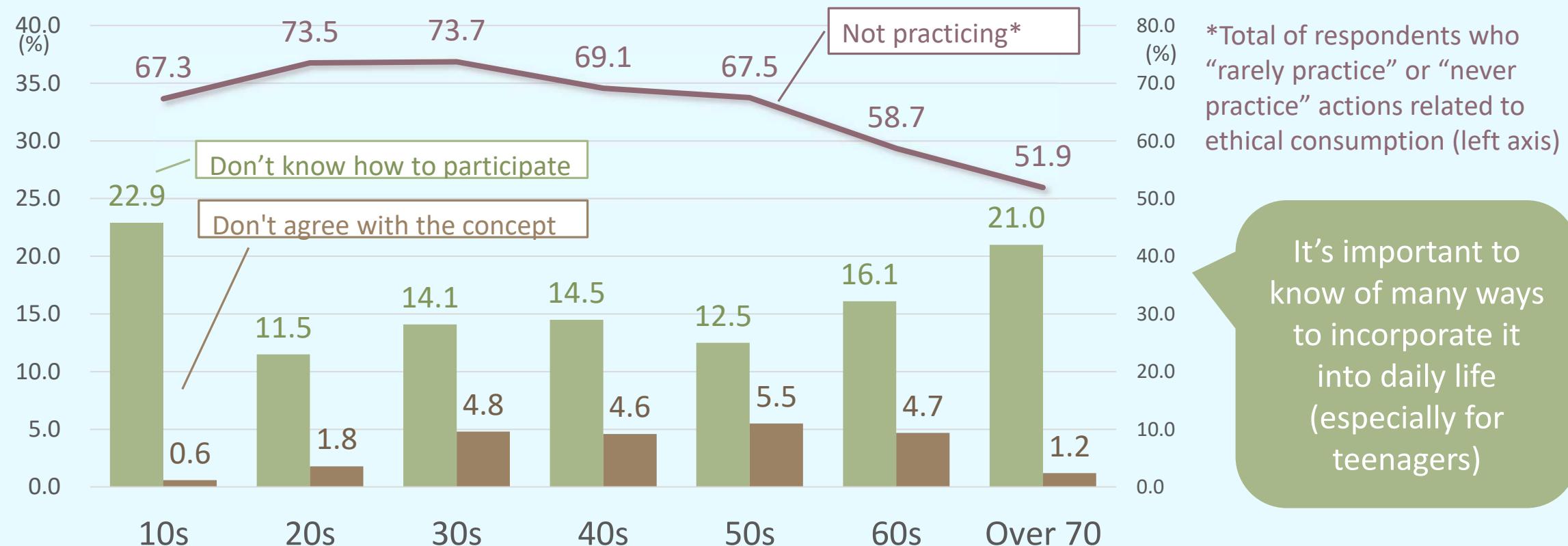
## Pathway to Awareness: School



Source: The 3<sup>rd</sup> Consumer Life Awareness Survey FY 2024, Consumer Affairs Agency

# Reasons for Not Practicing Ethical Consumption (By Age Group)

Among teenagers who learned the concept in school, the percentage who “disagree with the concept” is very low; however, **the percentage who state they "do not know how to participate" is high!**



Source: The 3<sup>rd</sup> Consumer Life Awareness Survey FY 2024, Consumer Affairs Agency

\*Total of respondents who “rarely practice” or “never practice” actions related to ethical consumption (left axis)

It's important to know of many ways to incorporate it into daily life (especially for teenagers)

## Learning Activity Example 1:

# Cooking Sessions focused on Ichiju-Issai (One Soup, One Dish) Menus

With one soup and one dish, it's easy to cook for yourself ethically!

Easy to make

Doesn't waste food, water, or packaging

Uses local ingredients

Healthy meal

- ◎ Efficient use of resources and reduction of environmental impact
- ◎ A socially and environmentally responsible choice
- ◎ Balances healthy eating and environmental conservation

From learning how personal meal preparation can reduce environmental load, students can acquire skills through actual menu planning and cooking practice.

## One Soup, One Dish Testimonials

Here's what people who tried making "One Soup, One Dish" meals based on the seminar had to say.



I didn't have to use a knife, and the number of dishes to wash decreased. Cooking feels easier to approach this way.

I feel like I'm doing what I need to do efficiently. I think I can keep this up!



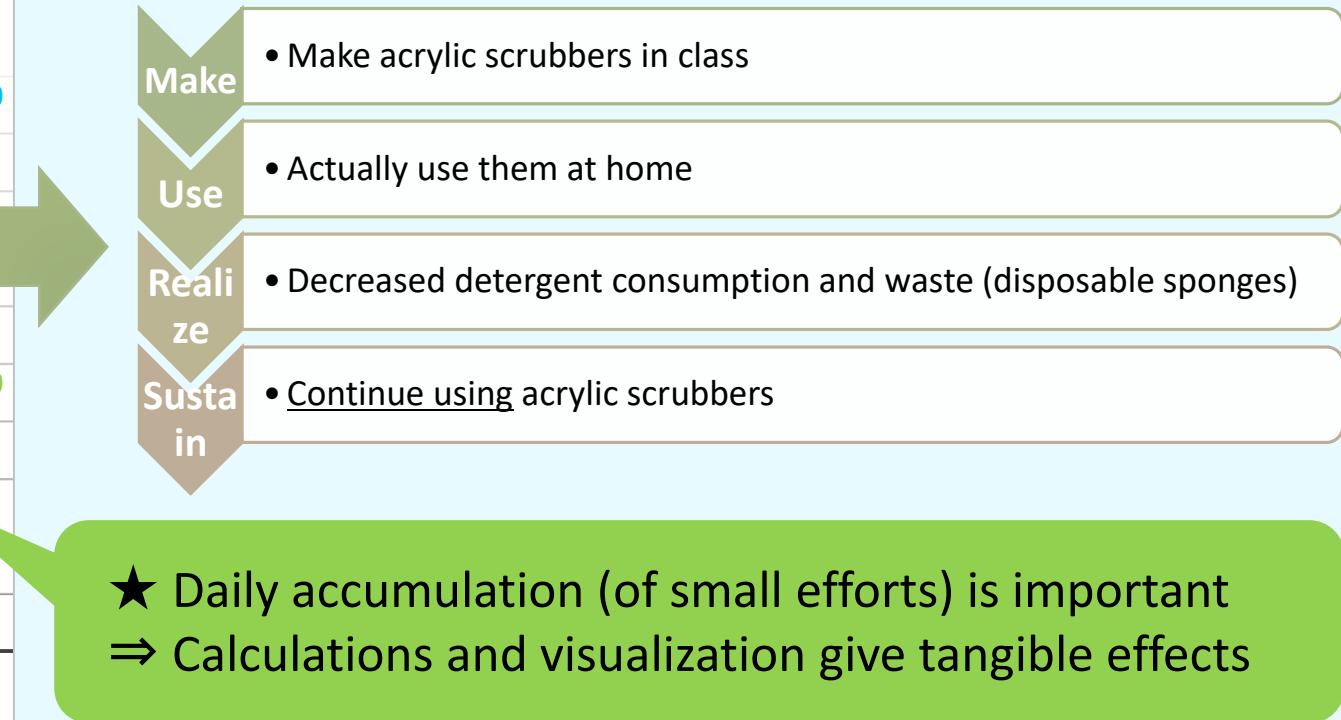
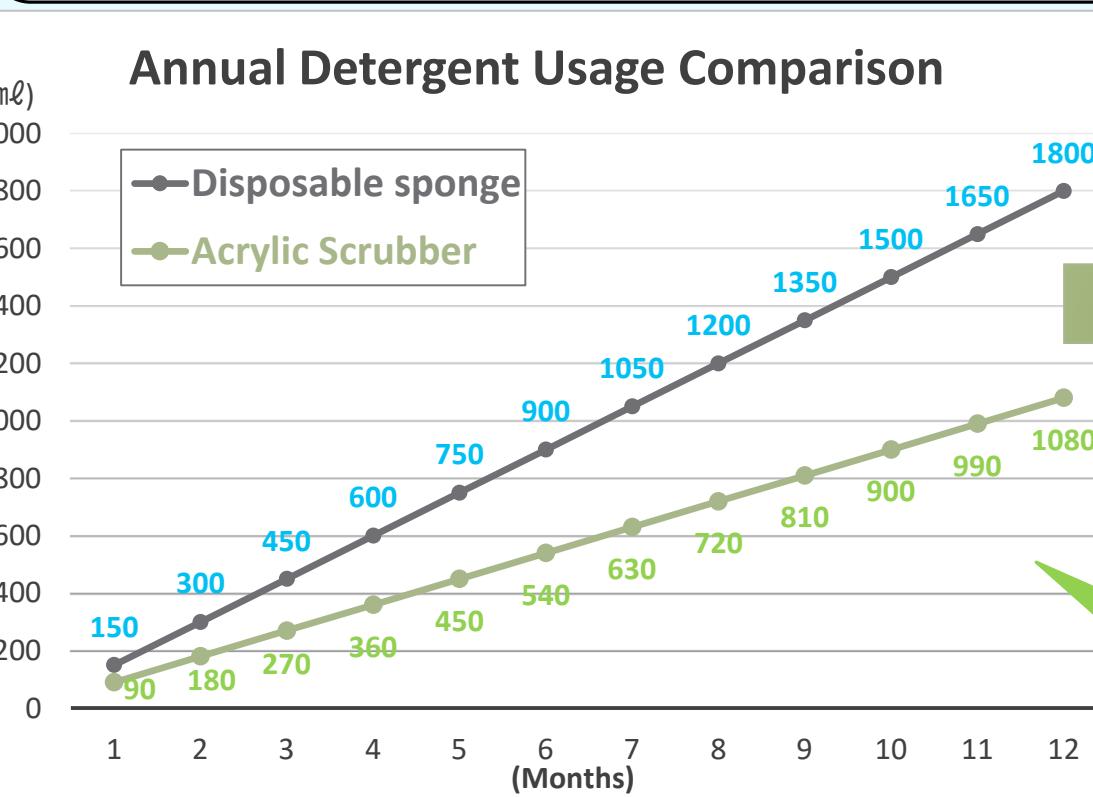
## Other impressions after trying it out:

- Less washing up to do → Less soap & water used
- Can be made with things left over in fridge → less food waste
- Can easily prepare with local ingredients
- Cooking at home became much easier

Excerpt from the Naruto University of Education Consumer Education Promotion Project Pamphlet (2024)

# Learning Activity Example 2: Make and Use Acrylic Scrubbers

- Easy to remove dirt using only water, reducing detergent use (environmental conservation benefit)
- Budget-friendly (savings benefit)
- Raising environmental awareness (educational benefit)



# Advancing Education to Promote Ethical Consumption

Enable teachers to fully understand and effectively convey ethical values to students

- Enhance teacher training to ensure consistent learning, from basic ethics to practical problem-solving.

Increase learning content on specific social issues (environment, poverty, human rights, animal welfare, etc.)

- Link learning to familiar, real-world issues that students find interesting.
- Facilitate the acquisition of practical skills and the visualization of learning outcomes (making results measurable).

Incorporate projects and volunteer activities related to local social issues into school curriculum.

- Deepen understanding through practical, experiential learning outside the classroom.

Utilize online and digital learning materials to create an environment where learning is possible regardless of location or time

- This can reduce educational disparities due to regional and school environments.