

Survey of Japanese Youth Attitudes toward Biodiversity

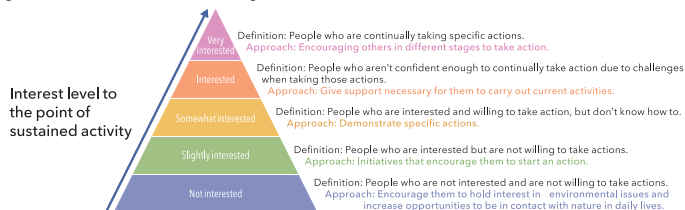
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Purpose and Methodology

This online survey was conducted from February 24 to February 27, 2022, as basic data for understanding the current status of attitudes toward biodiversity among young people in Japan and for developing better information dissemination measures. Respondents were young people aged 18-30 from various regions of Japan, 273 males and 727 females. To ensure that respondents were evenly distributed among the prefectures in which they resided, we adjusted the number of respondents so that there were 21 to 22 respondents in each prefecture.

The current state of interest and attitudes of young people toward biodiversity

Figure 1. The COND's behavioral change model



We found that about 70% of young people were interested in biodiversity, but almost half were not willing or able to take action (Figure 2). In addition, only about 30% of the respondents could explain biodiversity in terms of specific examples and the meaning of the word, indicating that many young people could not explain biodiversity (Figure 3). It can be deduced that many people consider biodiversity to be "difficult" and "highly specialized," and few people "have the opportunity to come into contact with information on biodiversity" (Figure 4). Furthermore, when asked what they would like to know about the biodiversity issues based on the first draft of the Post-2020 GBF, which is currently under discussion, about 30% of young people answered that there was "nothing" they wanted to know (Figure 5). Even when asked what they would like to know, only about 30% of respondents selected any of the items, indicating that young people do not have a high level of interest in the topic.

Figure 2. Level of interest in biodiversity n=1000

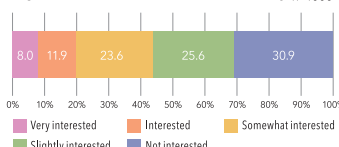


Figure 3. Awareness of biodiversity n=1000

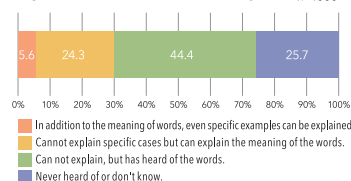


Figure 4. Thoughts and impressions about biodiversity n=1000 (Multiple Answers)

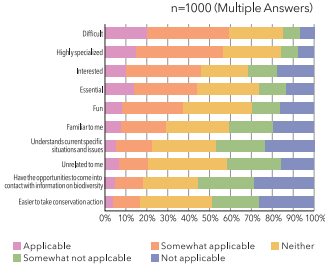
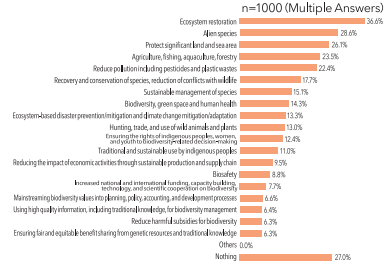


Figure 5. What they would like to know about the biodiversity issues n=1000 (Multiple Answers)



The current status of how young people obtain information and use media

Figure 6. Frequently used media n=1000 (Multiple Answers)

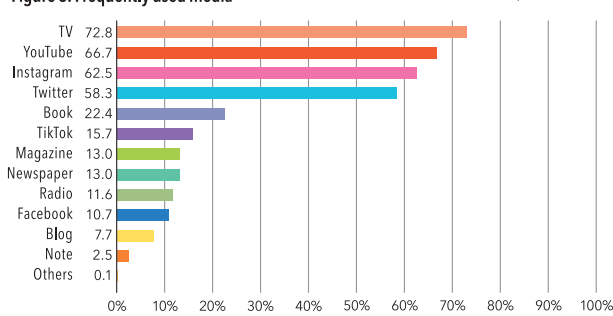


Figure 7. Usage of frequently used media n=1000 (Multiple Answers)

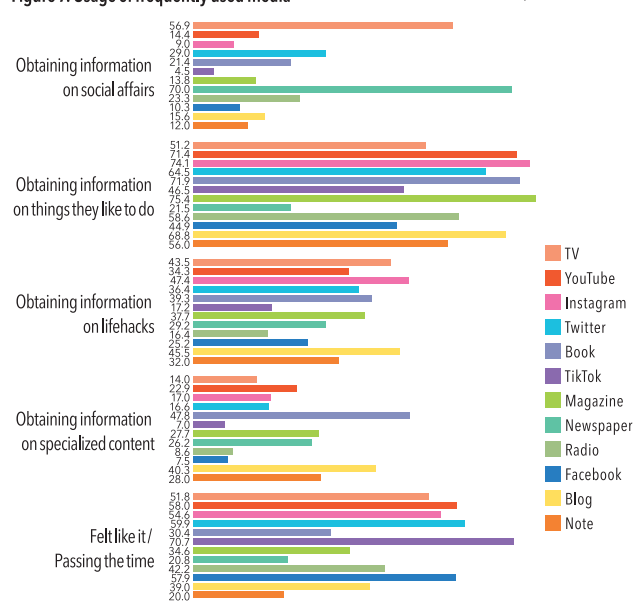
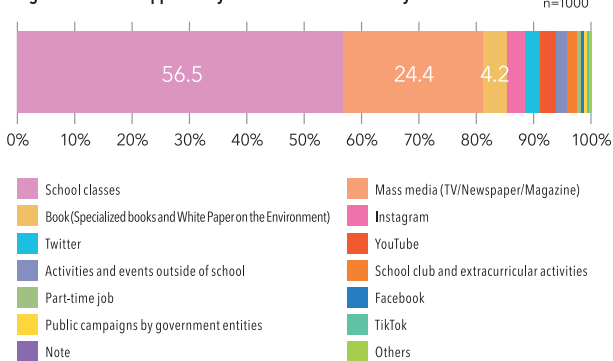


Figure 8. The first opportunity to know about biodiversity n=1000



The highest usage rates of media resulted as follows: TV, YouTube, Instagram, and Twitter (Figure 6). However, when looking at these uses, TV and newspapers were most frequently used for social affairs, and books for specialized content (Figure 7). In addition, school classes and mass media were the main sources of information on current biodiversity (Figure 8). Therefore, it is possible that information dissemination through SNS, which is highly used to collect information on things they like to do or pass the time, is not practical under current circumstances.

Summary of results and implications on the future information dissemination

The results of this survey indicate that many young people are interested in biodiversity, but few are taking concrete actions. This suggests that it would be desirable to provide young people who are even slightly interested in biodiversity with opportunities to take action. We also found that few people can explain biodiversity, and many people have the impression that it is difficult and highly specialized. Although many people learn about biodiversity through school classes and mass media, after that, many of them do not have many opportunities to come

into contact with information on biodiversity. Therefore, a different method of information dissemination is required. While many young people use SNS, they tend to use it to obtain information about their favorite things and pass the time. Thus, it will be necessary for the future to disseminate information with content that makes biodiversity more accessible to them and to lower the hurdle for biodiversity for many young people.



More information

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