

**Using, choosing
or creating
the future?**

Collection of proceedings
of the first international conference
of The Consumer Citizenship Network
Paris 2004

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The files on this cd are a collection of the proceedings at the first CCN Conference, *Using, choosing or creating the future?* The contents include working papers, introductions to discussions, posters and power point presentations. Not all the presentations included here have been edited nor have all of them been reviewed in terms of language.

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Using, choosing or creating the future?

Introduction

*Victoria W. Thoresen, International Coordinator, The Consumer Citizenship Network,
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The results of the first year of cooperation amongst the partners of the Consumer Citizenship Network are reflected in this collection of the proceedings of the first annual conference of the Consumer Citizenship Network (CCN) March 2004.

The Consumer Citizenship Network is a thematic network whose goal is to stimulate dialogue between researchers, educators and civil society as well as strengthen cooperation in relation to value education, civic training, and environmental and consumer education. The CCN is an interdisciplinary network of educators and researchers from 29 countries, and includes cooperation with UNESCO, UNEP and international citizenship and consumer organizations.

The papers published in the book and included here in this digital collection indicate a wide diversity of approaches to the issues which constitute consumer citizenship. As with environmental topics, consumer citizenship issues can be seen from three distinct perspectives: fact-based, normative and pluralistic. All three perspectives can be found in these papers yet there is a common theme running through all. This is the recognition of the need to prepare for the future not only by observing trends but also by making conscientious choices and contributing to the creation of solutions to the challenges mankind is facing. There was a general consensus at the CCN conference that while the events of the present manifest the consequences of what we do and do not do, time's transformations need not be the result of a deterministic classical mechanics. They can be new structures, new systems, and new solutions emerging from the seemingly chaotic encounter of numerous conflicting elements. Even without being able to recognize the complete image of the future, the parameters of visions of preferred tomorrows can be identified. Even without being entirely confident of the outcomes of our endeavours, there was confidence in the belief that we can contribute to modifications which will influence the direction development will take.

The conference

Responsible lifestyle choices, increased ecological awareness and just distribution of resources were central topics at the conference which was hosted by UNESCO in Paris, France. Participants from 33 countries came together to look more closely at how the

individual in his/her role as a consumer as well as a citizen, can contribute to global solidarity and sustainable consumption. The main focus points of the conference were:

- * Rethinking extravagance
- consumption patterns in light of global disparities
- * Revising responsibilities
- value-based education as a tool
- * Reviewing accountability
- participatory democracy in a commercialized world
- * Reshaping cooperation
- co-producing and sharing of teaching materials and learning methods in a global network.

Presentations and discussions at the conference emphasized the need for a comprehensive review of the fundamental values directing lifestyle choices. What do individuals want—and why? What does improved life quality mean and how can this be achieved with reduced use of resources? The presentations and discussions concurred as to the pressing need for changes in present consumption patterns in light of global disparities and environmental impacts. Such changes require accurate and accessible information, alternative products, and the ability and willingness to withstand commercial pressure. Systematic, cohesive value-based education was recommended as one of several necessary tools for helping individuals better understand their responsibilities as consumer citizens. During the conference a variety of methods such as service learning, scenarios, cases, and future workshops were discussed.

The general categories which the papers published here are divided into correspond with the conference themes which were:

- How can the consumer citizen deal with the ethical challenges of prosperity?
- How can the media and ICT be constructive tools for the consumer citizen?
- What are the consumer citizen's rights and responsibilities as regards food, transport, housing, energy use and personal finances?
- What contributions can the European consumer citizen make towards the eradication of poverty in the world?
- How can awareness and social involvement be stimulated in the consumer citizen?

The CCN is an interdisciplinary network which has not only analysis of present situations as its goal but also the development of consumer citizenship education. Thus the fact that the professional language and subject references in each of the presentations published here are noticeably different is considered a positive contribution to the process of including consumer citizenship training in a variety of educational settings. 53 presentations were made at the conference and they are reported or presented on this cd.

Using the future?

Today, two diametrically opposed descriptions of society in general can be validated. On the one hand, as Fredrico Mayor, former director-general of UNESCO, quotes: "We cannot fail to observe the increase in 'soul-sickness' at the very heart of the most prosperous societies and social categories which seem best protected from misfortune. The heart itself seems pray to a curious void, indifference and passivity grow, there is an ethical desert, passions and emotions are blunted, people's eyes are empty and solidarity evaporates. Grey areas expand, mafias work their way into the heart of states and of financial markets, and the law of the jungle prevails." (1) But strangely enough, while statistics support this dismal description of a

world in spiritual disease (2), there is also proof of the existence of an unprecedented number of opportunities for the exchange of knowledge, for debate, complaint, redress, guidance and change initiation. (3) What is needed to insure that these positive trends are further developed and that the despondency of the soul-sickened does not paralyze increasingly more people—and does not infect the coming generation?

As Nobel prize winner, Ilza Prigogine, says, human action depends on our memory of the past, our analysis of the present and our anticipation of the future. (4) Families, education and social environments (which include commercial influences) all play crucial roles in the socialization of individuals and the formation of these three criteria. They provide the attitudes, knowledge and skills with which we establish the balance between material and non-material needs and desires. They determine, to a great extent, the motivation for looking beyond one's own personal concerns, for considering the consequences of one's actions, and for initiating change. The CCN conference papers acknowledge the importance of the family and recognize the power of social norms and evaluate the influence of marketing. They consider the process of becoming discriminating individuals who must deal with the challenge of using, choosing or creating the future and what education can contribute to this process.

Our memory of the past and analysis of the present confirm that human and natural resources are being used with little heed to the needs of tomorrow. As Jerome Binde has written, three planets would be necessary if humanity as a whole were to adopt the lifestyle of North America. And so far we have failed to bring prosperity to the generality of humankind. World summits, conferences, projects large and small, discussions and debates have examined and are analyzing the extent to which humankind has prematurely exhausted the resources of the future. Many limits to growth have been identified. Research shows that consumption patterns of recent decades have been based on unequal distribution and disproportionate opportunities. The lifestyle habits of one fifth of the world's population have been shortsighted, egocentric and excessive. Consumption has led to a long list of consequences: *social impacts* such as: poverty, economic instability, marginalization, community fragmentation, social injustices, loss of traditional knowledge, regional insecurity. It has also resulted in *environmental impacts* such as: resource depletion, pollution (biosphere), food insecurity, desertification, and reduction of biodiversity. (5) Present forms and levels of consumption are unsustainable

Sustainability is a widely used and often misinterpreted phrase. Definitions of the term are not all alike. Sustainability means in principle that something is maintained at a certain level. In terms of development, sustainability is a quality which contributes to positive social and economic growth and increased life quality for all while at the same time preserving nature. Despite the fact that development often appears to be unpredictable, the entire concept of sustainability is founded upon the belief that growth can be directed. There is today a global consensus about the basics of sustainability. Much of the discourse on sustainability has concentrated on top-down environmental regulations and controls initiated and enforced by governments. Collective governance is essential and by focusing on the individual it by no means reduces the importance of governmental and corporate responsibility. Authorities must enact both direct and indirect measures to assist in achieving sustainable consumption. CCN's consultations deal with principles behind sustainable development and the bottom-up rights and responsibilities of individual citizens and civil society groups.

Choosing the future?

Knowing that humanity is using today the resources of tomorrow, raises the question of “what can be done?” Can we anticipate and prepare for a future where economic and social processes are remodelled by considerations not primarily based on maximizing economic profit but by maximizing quality and functionality? Can the individual make choices based on more clearly defined principles of mutual benefit and global solidarity? Can we contribute to the emergence of responsive moral society?

Complexity of daily life

Individuals today are faced with dilemmas which cause many to become perplexed and passive. Modern everyday life has become more complex and uncertain, thus more difficult to deal with. Harold Innis describes the changes communication technologies have produced which:

- alter structure of interests (what we think about)
- alter the nature of symbols (what we think with)
- alter the nature of community (the area in which we think) (6)

“The world we live in is increasingly artificial and constructed; it is increasingly rich in knowledge, and yet ... increasingly opaque and incomprehensible ... The available technology ... has forever changed the way we see the world and the way we exist in it, but the price has been the destruction of our certainties and the growth of our perplexity. Paradoxically, knowledge has made us more uncertain.” (7)

Quantities of information are available to a degree never before experienced and at breathtaking speeds. There is a flood of unsorted, unqualified information. Determining what constitutes authoritative, independent research is a difficult task given that many stakeholders mix advertising with information to increase sales. In industrial countries there is an abundance of opportunities -- “choice overload” – making the act of choosing a daunting dilemma. This dilemma is looked at in more detail by the contributions in section 3 of this publication.

Modification of needs

While acknowledging the categories of basic human needs described by researchers such as Johan Galtung, Max Neef, Bjørn Hetne and others, recognition should also be given to the fact that the transformation of lifestyles in recent time has resulted in new emphasis being given to specific needs. Well-being is not limited to the appeasement of physical requirements for survival but involves achieving new levels of satisfaction. In recent years the expressed need of today’s individuals is for greater companionship; community membership; individual health; time for rest, recreation, community and cultural participation; opportunities for non-material personal development; low-levels of work-related stress; high levels of job satisfaction (8) Analysis of the modification of needs in society today is taken up in both sections 3 and 5 by the authors in this compilation.

Value vacuum

Fairytale insight, legends, religious wisdom and research remind us of the symbolic value consumption has acquired and advise mankind to consider the concept of “worth value” and use consumption not as a goal in itself, but rather as a means for ennobling life. Midas, had a vibrant young daughter who represented intrinsic, existent and manifest values. She was

unique and incarcerated derived and future investments. When the gift of touch turned everything Midas came in contact with into hard currency, he was slow in realizing that the “soft values” the princess represented were in fact of far greater value than gold.

Buddha taught compassion, Christ expounded the golden rule, Mohammed required alms of the righteous, and Baha'u'llah taught service to humanity. Humanism has defined development in terms of rights and responsibilities, self determination and social equity. These are principles which admonish humankind to balance economic development with human needs in order to achieve the growth of a civilization based on justice, cooperation and caring rather than greed, power and self glorification. Despite variations in time and place, philosophers and educators have emphasized the four cardinal virtues as the foundation for human civilization: prudentia (prudence), iustitia (justice), fortitudo (fortitude), temperantia (temperance, self-control, moderation). Nonetheless, the majority of consumers base their choices on immediate personal profit, benefit or social acceptance. The striking absence of many traditional values indicates that there exists a value vacuum. The “values vacuum” is addressed in several of the papers in section 2.

Globalization

Globalization can be regarded as another factor effecting how the individual deals with the challenge of making choices based on more clearly defined principles of mutual benefit and global solidarity. Articles in section 5 examine globalization as a well-used phrase describing a variety of phenomena which have reshaped societies. Some refer to globalization as the emergence of a global civilization stimulated by the information revolution which has brought closer contact and communication and greater access to information. Others consider globalization as the paradigm of the capitalistic free market system whose unfettered progress facilitates change and development. Characterized by multinational companies, the free market is at present based upon the tenet that to be better off people must consumer more. Consequently advertising and commercial persuasion have dominated increasingly larger areas of daily life. Branding and commercial trends gain popularity and the North/South gap widens.

Sense of powerlessness

Decision-making in modern society requires new insights and skills. Acquiring and interpreting relevant information is a complicated and demanding task. Assessing risk by considering the consequences of one's actions is a multifaceted process in a society dependent on detailed scientific expertise. Deciphering product labelling still demands that the consumer have extensive background information. Determining the probability levels of alternative scenarios requires insight into systems and processes that many lack. An additional frustration is the realization that many multinational businesses function outside the laws of particular countries in a world where global governance is only just emerging. Individual consumers have repeatedly expressed their feeling of insignificance and powerlessness when confronted with the size, wealth and political influence of multinational corporations.

According to the Frankfurter school of critics and Habermas, the voice of the consumer can function as a balancing force -- a countervailing power-- in relation to business and industry. “If we could restore their voice to millions and millions of silent people, if we could give them a real possibility of using their freedom of thought and of speech, if the voiceless people of today could get their voice back, then we would see a shift in decision-making. Then, those

who are counted in or omitted from censuses, opinion polls or elections would really count when their future is being shaped. Our hope lies in the voice of the people, or democracy. Not democracy for a few, but democracy for all.” (9) This leads to the discussions voiced in the articles published here in section 3.

A pathway to new behaviour: sustainable consumption

Sustainable consumption is one of the means the international society has chosen by which to try and improve the balance between the material and non-material demands of today. Advocates of sustainable consumption see this as a way of remodelling economic and social processes. The United Nations Environmental Program describes sustainable consumption as encompassing three central areas of action:

1. More radical reduction of aggregate material throughput in developed countries. This refers to dematerialisation of production and consumption, addressing needs and functionality rather than just product consumption. Activities in this field have led to industrial ecology and what is commonly referred to as “green chemistry”.

2. Less sustainable economic development in developing countries which responds to needs. This area involves assisting developing countries in developing their economies while leapfrogging the negative effects of unsustainable consumption. To achieve a better quality of life for all material prosperity must be shared between the rich and poor.

3. Ethical changes in global patterns of consumption, based on reconsidered values and cultural practices in the North; access and redistribution in the South. Here the emphasis is on consumption forms which might be described in the following manner:

-*Appropriate consumption*: based on deep and broad debate about the type and level of consumption practiced and whether quality of life (particularly in civic, cultural and religious terms) is increased or impeded by consumption behaviour and its effects

-*Conscientious consumption*: based on realizing more quality of life and less environmental cost through more considered choosing and using on the part of educated consumers

-*Responsible consumption*: consumption which provides mutual benefits for the producer and the consumer, for those affected by the processes, waste and energy use.

-*Collaborative consumption*: consumption which includes actions such as leasing, repairing, sharing and recycling.

UNEP, Consumption Opportunities, 2001

Creating the future?

The CCN, the CCN conference and this publication, particularly in section 6, look at how education can stimulate the creation or perhaps *recreation* of a social contract and/or practical solutions which will secure a global society characterized by a concept of well being based on social and economic justice, cooperation and caring. Several UNESCO reports on education have emphasized the fact that education systems suffer from fragmentation of knowledge into often meaningless and irrelevant units. What is needed is a more integrated approach in which knowledge is focused on seeking the solutions to real problems. (10) This does not mean merely adding topics to curriculum but rather rearranging and developing education in ways in which the following cultures prosper.

- *Culture of reflection* and debate/dialogue where the bonds between science, civil society and education would be further strengthened. Such a culture of reflection would involve teaching and using the art of consultation and strategic questioning. It would include developing an awareness of the influences and processes involved in decision making on a personal as well as collective level. A culture of reflection in schools would also foster respect for quality, beauty, silence and visual space.

- *Culture of peace* Kofi Annan, Secretary General of the United Nations has explained: "Peace means more than the absence of war. Human security can no longer be understood in purely military terms. Rather it must encompass economic development, social justice, environmental protection, democratization, disarmament, and respect for human rights and the rule of law." (11) The culture of peace which has been growing across the globe (despite the conflicts and military interventions also existing) involves developing empathy and respect for diversity: national, regional, local and individual integrity.

- *Culture of encouragement* where one finds an environment conducive to positive self-acceptance and self-esteem. Consumers are repeatedly represented in the mass media as victims. Cynicism dominates. Guilt directs many consumer choices. None of these attitudes can stimulate human resources and unleash the potential needed for finding creative solutions to tomorrow's challenges. It is important that teachers share examples of sustainable life styles rather than merely criticize the existing status quo. Mainstream social models of sustainable lifestyles that modern youth can identify with should be used in the teaching process.

- *Culture of involvement* where service to humanity is focused upon and civic action, community involvement, is revitalized. Following the principles of Agenda 21, it would consist of identifying reachable goals and maintaining efforts to accomplish them. A culture of involvement can only be constructed on the conviction that the consumer is not a victim but an agent for change. Such a culture emphasizes the mutually dependent nature of human existence, reiterating the fact that the consumer is ultimately responsible to the whole of humanity.

The role of Consumer Citizenship Education

An educational system in which the above mentioned cultures prevail must also have concrete ways of stimulating the individual's contribution to the formation of the future. As Fareed Zakaria has said, "We need not just moral clarity but also strategic clarity". (12) The following working definition of consumer citizenship is one contribution to this process.

"Consumer citizenship is when the individual, in his/her role as a consumer, actively participates in developing and improving society by considering ethical issues, diversity of perspectives, global processes and future conditions. It involves taking responsibility on a local, national, regional and global scale when securing one's own personal needs and well-being."

Consumer citizenship education aims at developing systematic holistic, solution-oriented thinking. Consumer citizenship education not only attempts to impart knowledge but also to empower young people to be critical, aware, active consumers. It has as a major goal to help students learn how to interpret relevant information and commercial messages in order to make choices that emphasize the demand for social and environmental responsibility--

prudent choices that contribute to universal human development and intra-generational equity. In Canada and Australia the concept of consumer citizenship education has existed for a number of years. In Europe, this approach is still relatively new. There are, however, three main characteristics which consumer citizenship education is expected to include. (13)

- *Valourization*: the solidifying of common norms. An axiological approach based on discourse about specific values in their own right.

- *Globalization*: the ensuring of international and intercultural perspectives while acquiring insight into the content and purpose of consumer citizenship.

- *Participation*: active, experimental learning using authentic every day situations, cases, and real life projects.

The work of the Consumer Citizenship Network

One of the main challenges the CCN faces is the further development of communication and collaboration between the network partners. The network partners represent a wide variety of diverse disciplines and the discourse and debate established so far show a willingness to become acquainted with each other's professional approaches and language. It reflects a common commitment to cooperative approaches to the more detailed goals of the network such as curriculum review and preparation of guidelines for consumer citizenship education. Clarification of which topics are collectively considered to be given priority within consumer citizenship education has begun. Cooperation concerning analysis of best practices in teaching consumer citizenship education has commenced. The main outputs of CCN are: the further development of communication channels for dialogue and debate; curriculum surveys and competency analysis; annual conferences; reports; development of the database of relevant literature; newsletters; maintenance of the CCN web-site; an intranet service and dissemination of the results to a wide audience. The outputs of CCN can be of use for lecturers, researchers and teacher trainers in higher education in Europe, students, professionals working with children and young people, public authorities, and associations dealing with citizenship training, sustainable development and consumer issues.

CCN Curriculum Surveys

In order to be able to indicate for educational authorities as well as students and colleagues the scope of teaching dealing with consumer citizenship topics, the CCN is compiling a survey of courses offered by partner institutions. This will not give a totally comprehensive picture of consumer citizenship education in each partner country, but will provide examples of how various institutions have chosen to approach the issue. The goal of this work is not only to see what is being done but also to gain insight into which areas are not covered by present courses. In this way it may be possible to focus further development work on those areas which are least represented. The surveys are also intended to reemphasize for institutional leaders and policy makers the importance of education dealing with subjects related to consumer citizenship.

Teaching/learning guidelines

CCN has evolved from a number of European projects, particularly a Comenius 2.1 project entitled: Developing Consumer Citizenship and a Gruntvig CEA project, Consumer Education for Adults. These projects have prepared guidelines and prototype curriculum. There is an expressed need for these as well as more extensive guidelines to assist educators

in dealing with the many varied subjects which consumer citizenship encompasses. Many of the papers presented at the CCN conference include evaluations of experiences in researching and teaching issues connected to consumer citizenship. Some of these will be collected and edited as a part of the teacher guidelines. CCNs teaching/learning guidelines shall include a general section giving advice on a) the value-based foundation of consumer citizenship education b) the importance of consumer citizenship as a part of the United Nations decade for education for sustainable development c) relationships to other established subjects d) connections with cross-curricular themes e) methodology (age-related approaches, participatory activities, group work, experiment work, case studies, scenarios, service teaching, etc) f) information acquisition and handling g) risk analysis. The teaching guidelines will include references to relevant research, teaching material, web sites and organisations.

The Tuning project

The Tuning project emerged from the Bologna process which aims at creating an integrated higher education area in Europe, against the background of one European economic area. The need for compatibility, comparability and competitiveness of higher education in Europe has sprung from the needs of students, whose increasing mobility requires reliable and objective information about educational programmes on offer. Also, employers in Europe require reliable information about what a qualification or a degree, stands for in practice. The Tuning project does not aim at a standardization of degree programmes or any sort of prescriptive or definitive European curricula, rather looks for points of convergence and common understanding. It is considered paramount to protect the rich diversity of European education, and Tuning therefore looks for common reference points in the European educational landscape. Cooperation with the Tuning project will deal with:

- mapping teaching practice in relation to consumer citizenship
- identifying and discussing the most important generic competences related to degree programs which include consumer citizenship
- identifying and discussing the most important subject specific competences related to consumer citizenship
- clarifying the learning outcomes of consumer citizenship education

The United Nations decade for education for sustainable development

The basic themes of CCN— ethical challenges, the information society, rights and responsibilities, global solidarity and social involvement -- will continue to be the focus areas for CCN's discussions, database, thematic groups, conferences and publications. These topics constitute the framework for consumer citizenship education which is an important element in education for sustainable development. Thus CCN will contribute to the global efforts to establish international partnerships within education in connection to the United Nations Decade for Education for Sustainability which will last from 2005-2014.

Annual CCN conferences 2005 and 2006

The Consumer Citizenship Network will hold its annual international conferences in Bratislava, Slovakia 26-27 May 2004 and in Hamar, Norway 15-16 May 2006.

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1. Keynote speeches- a summary

The four main keynote speakers at the Consumer Citizenship Network Conference March 2004 challenged participants to consider consumer citizenship issues from the perspectives of environmental impact, ethics and didactical innovativeness.

Professor **Bedrich Moldan**, Director of the Charles University Environmental Center in Prague and chairman of the U.N. Commission of Sustainable Development from 2000-2001 and vice-chairman from 1993-1994 posed the question of whether or not global disparities actually exist and if they matter. Moldan went on to explain that the parameters of life satisfaction are culturally given and vary over throughout the world. What really matters, Moldan claimed, was the pressure consumption exerts on the environment. The environmental load is given by the volume of materials taken from nature and the volume of wastes released back into nature. It is the carrying capacity of an area in relation to the environmental load which must be considered. Moldan maintained that the solution is to decouple consumption from the environmental load. Doing so would involve transparent social decisions and active citizenship based on the precautionary principle that involves all stakeholders. These decisions must be based on sustainability science, relevant information and democratic principles.

Sherif Rushdy of the NGO *Principles in Action* has been the educational advisor for the New Era Development Institute in India and contributed to the Indian National Integrated Value Education Program for teacher trainers. Rushdy maintained in his keynote speech that the global crisis faced by mankind today is due to fundamental shortcomings of the materialistic view of life and that we are in need of a paradigm shift if we seriously wish to bring about individual and social transformation to ensure the growth of a new global civilization characterized by qualities of justice, good governance, generosity and caring, a civilization reflective of the coming of age of the entire human race, based on the principle of the oneness of mankind. Rushdy continued by explaining that the material and spiritual dimensions of human existence must be interwoven into a common coherent framework and that science and religion, the two forces of civilization, must be reconciled and work in harmony as complementary knowledge systems guiding the development of mankind. A direct curriculum of value education, was what Rushdy suggested, reinforcing core themes in all subjects and including personal and collective growth processes, involvement of parents and the community, role modeling by the teachers, an appropriate environment and management of the school and systematic value-based evaluation of teachers, students and the school.

Professor **Bart J. McGettrick**, Dean of the Faculty of Education at the University of Glasgow, Scotland and well known for his work in connection with citizenship education, emphasized that we need to move from a culture of individualism to a culture of participation; and from a culture of accountability to a culture of responsibility. There exists the need to look at transformative changes in our society led by a concern for values, and not a concern for the kind of accountability which is determined externally, and which carries with it in its wake issues of pressure, blame, tension, compliance and conformity. McGettrick claimed that social systems do not exist merely to support economic values or “the commercialised world”. Internal accountability and an overt sense of responsibility can be developed in societies which are characterized by hope and justice for all. This is dependent on the capacity for

self-reflection and self-development which leads to "discerned information" not merely measured data. It also includes the ethos of democratic participation.

Åke Bjørke, Information Officer of GRID-Arendal, an organisation working with UNEP and responsible for the pedagogy, development and running of online courses at the Global Virtual University, associated to the United Nations University (UNU) in Tokyo, provided the conference with a keynote speech focusing on the didactics of consumer citizenship education. Bjørke described the benefits of interactive educational approaches to questions of sustainable development and consumer issues. By showing the data available through several online sources such as www.globalis.no Bjørke emphasized the importance of access to updated information which is easily understood and is presented in a simple but comprehensive manner.

Keynote speeches

1. Rethinking extravagance

---consumption patterns in light of global disparities

Professor Bedrich Moldan

(Please refer to the powerpoint file labelled "Moldan")

2. Revising responsibilities

---value-based education as a tool

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Introduction

This paper presents a framework for a value-based education program based on experience at the New Era Development Institute (NEDI) in Panchgani, India, over the past 15 years and more recent collaboration between "Principles in Action" (PRIACT), a non-profit organization based in Bangalore, India, with the Government of India's National Council of Educational Research and Training (NCERT) in the development of a national program for value-based education.

It presents the need for a fundamental departure from currently held assumptions about the world we live in, some key concepts in the formulation of such a new paradigm, and the implication of these concepts for education, with some practical examples of application.

The Challenge

We live in a time of global crisis. The manifestations of that crisis are well-documented: increasing disparity between the rich and the poor, rampant materialism and corruption, unbridled consumption, environmental degradation, moral decadence, violence and terrorism, social breakdown, diseases of civilization, and new epidemics, to name but a few.

We also live in a time of transition, a time of rapid global change, a time of unprecedented opportunity. The Great Peace, with its promise of global prosperity, aspired to by all the people of the world, is finally within our reach. Oppressive and outdated ideologies, practices

and systems of governance that stand in its way are progressively giving way to ideas of global cooperation, to increased articulation by the masses of mankind of their needs and aspirations and to new regional and international institutions and mechanisms that promote collective decision-making and action. The challenge we face, therefore, is not simply one of curbing consumption, achieving sustainable development or even global equity. The challenge is one of bringing about a new global civilization characterized, as stated in the conference objectives, by qualities of justice, good governance, generosity and caring. We have the capacity to bring it about. We can create the future that we desire.

Leaders of thought worldwide are, however, beginning to recognize that the patterns of behavior which helped us organize our lives over past centuries are no longer capable of providing satisfactory solutions for the majority of the people of the world.¹ It is the rejection of this lamentably deficient social order that is manifesting itself in increasing conflict, social disruption, chaos, disorder and terrorism all over the world.

Much of the crisis we are facing today can be attributed to fundamental flaws in the paradigms that underlie most of our decision-making. It is no longer possible to maintain the belief that *“the approach to social and economic progress to which the materialistic conception of life has given rise is capable of leading humanity to the tranquility and prosperity which it seeks”*ⁱⁱ. Most of the people of the world do not view themselves as consumption machines designed to maximize utility; they see themselves as spiritual beings with higher aims and purposes. The very characteristics of the civilization aspired to by this conference -- justice, good governance, generosity and caring, are spiritual in nature and cannot be brought about without a systematic exploration of the spiritual dimension of life. It is this dimension of life that *“unlocks the creative capacities within human consciousness and safeguards human dignity”*ⁱⁱⁱ

Attempting to incorporate this dimension into our thinking and action requires a paradigm shift, a fundamental revision of perceptions and responsibilities: we need to learn to look at things differently; we need to reexamine our assumptions and our perceptions of ourselves and the world we live in. We need to engage in a new discourse that attempts to weave the spiritual and material dimensions of our existence into a coherent framework.

Some key Concepts

As mentioned above, much of our decision-making and action is predicated upon an essentially materialistic understanding of ourselves and of the world we live in. Even the globalization phenomenon, which is at the heart of heated debates worldwide, has also, more often than not, been reduced to a purely economic issue of production, consumption, distribution and access to markets. These, many believe, are profound errors of conception, which have led to the current predicament of humanity. A new perspective on the nature of the world we live in, on the nature of man, on the interplay between science and religion as forces of civilization, on the nature of our times -- the current stage in the evolution of humanity as a whole, and on the process of development itself, is required if we hope to break out of this predicament. Elements of such a perspective are briefly touched upon below:

- **The nature of the world:** although our immediate experience of the world we live in is material, it is undeniable that life has both material and spiritual dimensions, and even that, as demonstrated by recent scientific developments, the material dimension that we experience so strongly may actually have no reality at all in an universe which is increasingly seen as an ever-evolving, interconnected and unified whole. It may even be

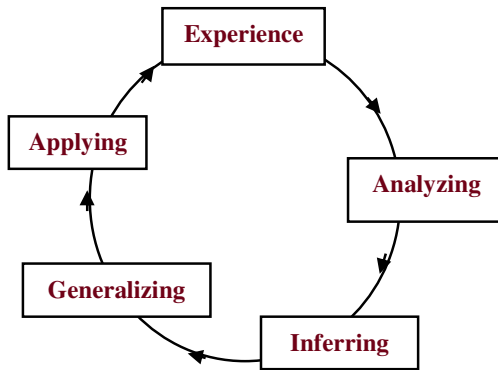
said that the material world is but a reflection of an underlying spiritual world which gives it meaning and purpose, so that every material phenomenon can be taken as a metaphor for a corresponding spiritual phenomenon, a door leading to an understanding of the underlying spiritual reality. Such an understanding may even be the very purpose for the existence of this physical universe.

From this perspective, every created thing in this universe has a dual nature: it has an inner spiritual reality and an outer physical reality. Take for example a flower. It has an outside appearance, color, fragrance, shape and texture, which give it its characteristics and make us respond to it in certain ways. But this outside appearance is only expressive of a more essential inner reality, for example, beauty – a spiritual attribute that this flower reflects in this material world. By meditating on that spiritual attribute of the flower, we can learn something about our own spiritual reality and learn to reflect it in our life. We can then understand better what it means to, individually, become like flowers, radiating fragrance and beauty, and collectively, like a beautiful garden, a manifestation of unity in diversity, each one, by contrast, enhancing the beauty of the other. This perspective sheds a whole new light on the world around us and on our relation to it.

- **The nature of man:** just as the world is not limited to the material dimension, man is also not just a consumption machine bent on maximizing utility. Although we have a material nature which we must develop and discipline, we are essentially spiritual beings with innate potentials and capacities, and a profound yearning for transcendence. It is this dimension of existence that enriches, ennobles and provides direction to human beings.^{iv} It is this dimension that provides purpose to life, individually, to develop fully innate qualities, talents and capacities, and collectively, to promote the advancement of civilization. The development of individuals and the development of society are mutually dependent. Individuals cannot grow without involving themselves in the development of their community and the community provides the environment for the growth of its members. Only when the spiritual nature and aspirations of man are fully taken into account in our policies and actions will we be able to restore a basic sense of human dignity and achieve the desired development goals.
- **Science and religion:** if the world and human beings have both material and spiritual dimensions, as described above, then any attempt at understanding our world, any attempt at developing man and society must explore these two dimensions in a coherent way. Science and religion have always been the two powerful forces of civilization, the two knowledge systems that have guided its development. Whenever, in the history of mankind, these two forces have worked in harmony, mankind has progressed tremendously. True civilization is achieved when there is harmony, when there is a dynamic coherence, between the material and spiritual requirements of life on earth.

Unfortunately, these two forces are now often regarded as inherently conflictual and mutually exclusive, and, in the current predominantly materialistic paradigm, religion has been viewed as a mere set of dogmatic, divisive and superstitious beliefs and has therefore been excluded from decision-making and educational processes. Religion has indeed been distorted and has done a lot of harm (and so has science), but in rejecting it, we have also rejected the moral centre and inspiration that religion provides, with the catastrophic results seen around us today. It is religion – true religion, devoid of dogmatic distortions, that has civilized the character of man. It is religion that has taught large segments of humanity “*to discipline their baser propensities and to develop qualities that conduce to social order and cultural advancement*”^v.

The transformation that we seek for our society therefore depends upon an intelligent dialogue between the knowledge systems of science and religion: the methods of science help us arrive at a coherent understanding of the laws and processes governing physical reality, and, to a certain degree, the workings of society itself; the insights of religion provide understanding relating to the deepest questions of human purpose and initiative. We must learn to draw systematically, coherently and harmoniously from these two systems of knowledge.



Science is an investigation of the material aspects of our life and technology is its practical application. Religion is an investigation of the spiritual aspect of our life and morality -- the living of a life which is in accordance with spiritual principles, is its practical application. Both, as illustrated in the diagram, progress through a continuous application of a systematic learning process – the process of analyzing experiences, deriving inferences from these experiences, extracting

general principles from these inferences, finding practical applications for these principles, which in turn lead to new experiences that either confirm our conclusions or lead us to modify or refine them.

- **The nature of our times:** globalization is not simply a matter of increased trade, transfers of knowledge or access to consumer products. We must look at it from a deeper perspective. We are currently living in perhaps the most critical and significant period in human history. What is happening to the world today may be regarded by future historians as *the* major turning point in our collective life on this planet. It is as significant as what happened to man individually thousands of years ago when he first became conscious of his individuality, of his spiritual nature, when he first became aware of what distinguishes him from the animal – his rational soul – and when he first started to explore the powers inherent in this soul. Today we are collectively becoming conscious of our essential oneness, we are becoming aware of the fact that we are one humanity, that we are pursuing the same purpose, that we are members of the same family.

This is the result of a long and organic process of growth and maturation. Mankind as a whole has passed through stages of infancy, childhood, youth, adolescence and it is now being propelled, with the turbulence and turmoil characteristic of that last stage, out of adolescence and into the stage of maturity. Just as in the tree, maturation is the stage of fruition, in an animal, it is the full development of its strength, and in a man, it is the full development of intellectual and spiritual qualities, for mankind as a whole, maturation will be the realization of its oneness. This is the day of the maturation of mankind.

We stand today at the last stage of the process of the structural development of the organized life of humanity. No higher level of organization can be thought of for mankind, at least on this earth, than that of a world society, a world commonwealth, with global governing structures. While mankind will continue for a long time to come to evolve and develop and manifest new and wonderful powers and capacities – capacities we are not even dimly aware of -- we are currently in the process of building the foundations of the last stages of its organized life on this earth.

Mankind has, over the ages, successively gone through the stages of unity of the family, the tribe, the city-state and the nation. It must now achieve the stage of world unity, the bringing together of all the people and nations of the world under one roof, one common system, but while preserving the infinite diversity and wealth of its constituting elements. We are currently building the foundations of a new world order, we are in the process of building a new global civilization.

The pivotal principle upon which this new civilization is based is the principle of the oneness of mankind. This principle is not simply the expression of a vague hope or ideal, it requires a fundamental transformation in the way we view and relate to each other and a complete reorganization of the spiritual, political, social, economic and cultural life of mankind on a scale never seen before. This is perhaps at its highest level, the required “revision of responsibilities” referred to in the title of this paper.

- **The process of development:** development can be defined as the process of ordering human affairs in such a way as to bring into being a world unified in all essential aspects of its life. If we are to achieve such a world, we must learn to establish a dynamic coherence between the spiritual and practical requirements of life on earth. Development, therefore, is the process of learning to apply principles to our daily lives. A developing community is a community which is striving to understand the workings of both the physical world that surrounds it and the spiritual world that underlies it and is learning to apply the resulting principles to its daily life. This happens through a continuous process of consultation, action and reflection, based on these principles. By this definition, no society today can be taken as “developed”, and the dichotomy between so called “developed” and “developing” nations is an artificial and meaningless one. All of humanity must face the challenge of engaging in a systematic process of development and the so called “developed” nations have a lot to learn from the struggles of “developing” nations over the past fifty years.

Development starts with the transformation of a large number of individuals in a given area, who will become agents of social transformation. If an individual, in order to fulfill the purpose of his life as defined above, is to become a conscious subject of his own growth and an active participant in the collective development of his community, he must acquire a new vision, a new heart and new skills:

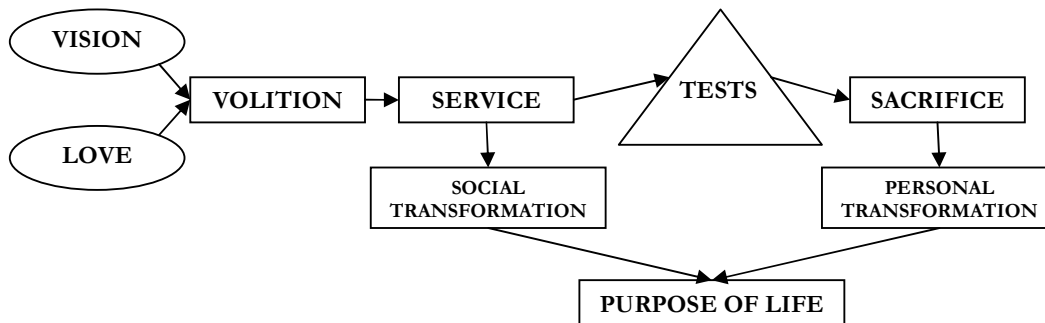
- A **new vision** of the nature of the universe we live in; of the intimate connection between the material and spiritual aspects of life and the essential harmony between science and religion, which are both explorations of that reality; of his dual nature, his unlimited potential and the purpose of his life; of the role of his volition and the conscious choices he must make to develop his potential; of the essential oneness of mankind, the process of its evolution and the complementary civilizing roles of science and religion; of the needs of the times we live in and the urgency of bringing about a world united in all aspects of its life.
- A **new heart** bent on effecting the changes in his personal attitudes and conduct that such an understanding implies; a heart purified and inspired by a daily exposure to sacred writings, prayer and meditation; a heart willing and striving to conform itself to the rigorous discipline and integrity demanded by these writings; a heart that radiates love to others, that prefers the wellbeing of others to its own and that is always ready to serve mankind.
- **New skills or capacities** that will allow him to apply spiritual and scientific principles to daily life; to derive inferences and insights from his experience; to communicate his insights to others eloquently; to set goals and achieve them; to evaluate his behaviour and take account of himself; to earn an income and innovate in his field; to work harmoniously with others and bring unity to a group; to solve problems using consultation; and to undertake a variety of community service activities.

There exists a mutually reinforcing relationship between social and personal transformation. Social transformation will occur when there is a critical mass of

transformed and active individuals and when the relationships and the institutions that govern them also begin to change. However, personal transformation does not occur in a vacuum: it is imbedded in collective social action. Thus, transformed individuals are required to bring about social transformation and individuals become transformed in the course of collective social action.

The process of acquiring virtues, of developing latent capacities, of strengthening the higher self, must be embedded in concrete action and requires facing the tests encountered when one arises to serve the community. Facing challenges and overcoming tests and difficulties, which always require some form of sacrifice, is not only a necessary part of the growth process; it is at the heart of the growth process.

Service is thus central to the development process. As illustrated in the diagram below, it is possible to establish a logical connection between vision, love, volition, service, sacrifice and personal and social transformation.



An individual illumined by a new vision and inspired by love will develop the volition to engage in acts of service to his community. It is such acts of service that develop communities and transform societies. In the process, however, he will be tested by his own shortcomings, he will have to sacrifice some of his attachments and thus reinforce his spiritual nature, which will result in personal transformation. This act of service therefore helps him fulfill both aspects of the purpose of his life: individual and collective transformation.

Implications for Education

The concepts described above have fundamental implications for both the theory and practice of education. Education, viewed in this light, needs to be redefined as the process of empowering people to apply spiritual and material principles to their daily lives to bring about a new world. Its goal is personal and social transformation.

Education must be based on a clear vision of the kind of society that we aspire to live in and the kind of individual that will bring this about, on a clearly stated ideology. In the absence of such a clear vision, our educational system will be the victim of social, economic and political forces. There is no such a thing as a neutral education. Neutrality is a cover for subtle manipulation or implicit values, and leaves the directions of education to various competing forces and self-interests. Education must therefore be normative: education must be value-based. Schools must then become participants in the social transformation process by empowering students to apply spiritual and material principles and by creating an atmosphere conducive to both academic and moral excellence.

The above statements imply a profound change in the content of curriculum, in the educational methods and processes used, and in the training of teachers.

Curriculum

The main challenge in designing a value-based educational process is, of course, the selection of an ideology and an appropriate set of values, since any choice inevitably raises some controversy. Rather than shying away from such an undertaking, this process should be explicitly and courageously addressed through a wide ranging and open consultative process. Experience in India, a country of great religious, social and cultural diversity, more recently facing the many challenges of its full integration in a rapidly evolving global economy, has shown that rather than getting caught up in the details of selecting specific values for specific age groups, it is more productive to select a few core themes that will guide the educational process and help integrate the students' educational experience. For each of these themes then, it is possible to identify the required instrumental values and capacities, and, design, in all subjects, programs and activities that teach these values and help acquire these capacities.

After much debate, it was found that the following three themes constitute the prerequisite for mature collective development action and are sufficiently rich and comprehensive for a complete value-based education program: scientific temper in the search for truth, respect for human dignity and learning to live together.

- **Scientific Temper in the Search for Truth:** this theme includes generating in the students a desire to find truth, a sense of scientific curiosity, a spirit of rationality and independent enquiry; a questioning about the purpose of life, the nature of the universe and the nature of man, the intimate relationship between the spiritual and material aspects of life, the operation and connections between scientific and spiritual principles, the essential harmony between science and religion, the complementary roles of science and religion in the development of civilization, and the distortions of both science and religion and their effects; an investigation of the oneness of mankind, of the needs of a global civilization, of the processes of governance, equality, equity, justice and sustainability; it includes a capacity to make connections between the material and the spiritual, to apply principles and create new knowledge, the capacity to observe, describe, analyze, infer, generalize, apply and evaluate; it includes an appreciation of beauty, order, art and culture, the pursuit of noble ideals, striving for excellence, the practice of justice, analytical, logical, and critical thinking, objectivity, accuracy, orderliness, open mindedness, lack of bias, willingness to accept other points of view or other ways of seeing truth, humility in the search for truth, creativity, patience, perseverance, determination, ability to organize thought and to convey knowledge, and eloquence.
- **Respect for Human Dignity:** this theme includes knowledge of a Divine standard of behaviour as the basis of social law and a willingness to conform to that standard; it includes obedience to the law, supporting national institutions and goals, a sense of purpose, a sense of duty, justice, equity, fairness, honesty, truthfulness, trustworthiness, respect for parents and elders, purity of motive, selflessness, forgiveness, courage to uphold one's beliefs, defense of the oppressed, chastity, frugality, self-control, self-discipline, hard work, punctuality, cleanliness, healthy habits, opposing one's lower passions, moderation, economy, wisdom, self-evaluation, and efficiency.

- **Learning to Live Together:** this theme includes the practice of the oneness of mankind, love and respect for others, non-violence, friendship, brotherhood, peacefulness, harmony, understanding and appreciation of other cultures and religions, lack of prejudice, understanding of global issues and good governance and informed democratic participation. It also includes the capacity to work in groups, to solve problems, to plan, implement and evaluate collective action, to use the art of consultation, to facilitate group processes, to demonstrate moral leadership, to resolve conflicts and build capacity in others. It requires upholding the good of the community, sacrificing one's own interest to the interest of the community, promoting gender equality and sustainable development, understanding the requirements of service and sacrifice and expanding the horizon of one's concern.

The above formulation has many advantages: it is comprehensive enough to include the main core values identified in various official Indian Government reports and similar documents^{vi} and to easily accommodate additional suggestions; it is logical in that it focuses on individual and collective transformation, with the systematic search for truth being a prerequisite for both personal and collective development; it is simple enough that it can be easily understood and communicated, and this conceptual simplicity and clarity give it the power to galvanize and unite, which facilitates the large-scale implementation of a strategy for the whole country; it is rich enough that it allows a great diversity of implementation and creativity in the pursuit of the theme.

With such a formulation, it is now possible to conceive of a value-based education program, built on these three themes, that spans all levels, from kindergarten to Ph.D. Rather than selecting certain values for certain age groups as has sometimes been advocated, all age groups can simultaneously focus on these three themes, but they explore them in increasing levels of sophistication and depth with every passing year. For example, at the pre-school level, curiosity (asking questions, finding answers), cleanliness, and sharing can be explored in each of the three areas, whereas objectivity, justice and cooperation can be explored in the same three areas in later years, all the way to meaning of life and nature of the universe, justice, and global governance at the graduate level.

Another advantage of this formulation is that it simplifies the training of teachers and teacher educators in that they need only to understand thoroughly the three themes and then learn to bring them in whatever subject they are teaching, for whatever age group they are teaching. Part of the training would be to develop their capacity to determine the appropriate capacities and instrumental values to emphasize at each age level. In this way, the entire country can be united at all levels of its educational system around these three themes and this can become a powerful force for personal and collective transformation.

Practical Implementation

Having agreed on a purpose and on core themes for such an educational program, we must now turn to the practical aspects of program design and implementation strategy.

Experience has shown that, in order to be effective, such a program should be made up of a carefully planned and closely integrated set of complementary activities and processes^{vii}. This includes:

- **changes in teaching methodology:** adopting more learner-centered, cooperative and experiential teaching methods;

- **a core-curriculum of value education:** where some core concepts such as the ones presented above are introduced and debated;
- **indirect reinforcement of this value education in all subjects;**
- **systematic personal and collective growth processes:** both, individual growth processes, focusing on acquiring virtues and developing individual potential, and collective growth processes, focusing on learning the skills and attitudes of working together in a path of service;
- **consistent role-modeling by all teaching and non-teaching staff:** teachers must demonstrate in their own lives that they too are consciously engage in a process of personal growth;
- **changes in the environment and management of the school:** the entire school - physical, social and administrative environment must be consistent with and reflect the selected core values
- **close interaction with the parents and the community:** both to provide a forum for service activities and influence the external environment of students
- **systematic value-based evaluation of students, teachers and the school:** performance criteria and evaluation processes must also reflect the core values.

Any one of the components of an integrated value-based education program mentioned above can be used as an entry point for the implementation of such a strategy. In any given school, the process of introducing such a program must start simply and then increase in complexity, through a progressive inclusion of all the other elements, until a fully mature program can be developed. The entire program is fairly complex to conceive and deliver; however, capacity to deliver it will grow organically with experience and systematic learning. For example, a school may start by changing teaching methods, introducing cooperative or experiential learning techniques, or it may choose to start with a virtue of the month; it may want to change the way it does its morning assembly or link the morning assembly to the virtue of the month; it may choose one of the three themes and make it a theme for the whole school for a term or even a school year, promoting its discussion in all subjects; it may choose to develop three simple evaluation criteria, one in each theme area, and begin changing the way students and teachers are evaluated according to these criteria; it may choose to start with collective service activities in or out of the school and have the students plan, implement and evaluate them systematically and then discuss what they have learned from them, etc... The possibilities are limitless. Eventually the program will evolve into a complete, complex integrated package with all of the above components.

In terms of implementation of a national program, program monitoring can focus on the number of schools who have implemented any of these types of action, by type of action, and diffuse learning experiences of various schools in the implementation of each type of action.

Teacher Training

A teacher training program that aims to produce a teacher capable of implementing such a program must itself include all these elements in its own design. The educational experience of the teacher must therefore be a powerful and transforming experience. It is unrealistic to expect that teachers will be able to create an atmosphere and facilitate learning processes which they themselves have never experienced. Teachers must experience during their own training all the elements which we would expect them to replicate in their schools. Such a program has been developing over the past decade at New Era Development Institute, in

Panchgani, Maharashtra, and its results to date offer great promise for its capacity to transform teachers and make them effective agents of social transformation, both in their schools and their surrounding communities.^{viii}

While pre-service teacher training will eventually have to be entirely restructured to produce the required kind of teacher, a systematic campaign of in-service teacher training can make a great difference in the capacity of schools to implement such a program. It is possible to conceive of a ten-day in-service training experience for teachers that has the following elements: a deep exploration of each of the three core themes, a practical experience of personal and collective growth processes, systematic use of morning assemblies, practice of incorporating the three themes into subject lesson plans at all levels, practice in using cooperative learning structures, designing and facilitation of experiential learning processes, community service, practice development of evaluation criteria and the use of these criteria in self-evaluation and evaluation of others. Modules for such training have been developed by PRIACT and are in the process of testing under various settings.^{ix}

Conclusions

This paper set out to provide an example of the kind of paradigm shift we need to effect if we seriously wish to bring about individual and social transformation to ensure the growth of a new global civilization characterized by qualities of justice, good governance, generosity and caring, a civilization reflective of the coming of age of the entire human race, based on the principle of the oneness of mankind. It has argued that the material and spiritual dimensions of human existence must be interwoven into a common coherent framework and that science and religion, the two forces of civilization, must be reconciled and work in harmony as complementary knowledge systems guiding the development of mankind. It has advanced that the purpose of education is personal and social transformation, the process of empowering individuals to translate spiritual and material principles into concrete action, and that such transformation requires both a clear vision of the kind of society we want to create and the kind of individual we want to produce, and an understanding of the processes of personal and social transformation. It has proposed that a restructured education program which seeks to achieve such transformation can be built around the three core themes of Scientific Temper in the Search for Truth, Respect for Human Dignity and Learning to Live Together which can guide and unify the implementation of the program at all levels. It has also suggested that such a program must be integrated and include changes in the way we teach, a direct curriculum of value education, indirect reinforcement of core themes in all subjects, personal and collective growth processes, involvement of parents and the community, role modeling by the teachers, an appropriate environment and management of the school and systematic value-based evaluation of teachers, students and the school. Finally it has observed that a teacher training program aiming to produce teachers with the required attitudes and capacities to implement such a program must itself incorporate all of these elements.

It is hoped that the framework described in this paper will stimulate thinking and action in this direction and that it will prove to be unifying. If value education is made the core process of the educational system and if the elements described above begin to be implemented on a large scale, this will result in a fundamental change in the process of education itself. It will no longer be possible to continue with the traditional educational processes if such a vibrant seed is planted at the heart of the educational experience.

3. Reviewing Accountability

--Participatory Democracy in a Commercialised World

Professor B J McGettrick

Introduction

The interest in developing “Citizenship” in the modern world poses questions about the nature of the society in which we live... or wish to live. It poses questions about whether this world is best described as “a commercialised world”; a world of consumerism, a world of materialism; or whether we are just as concerned with our inherent social and cultural diversity. It poses questions about the political and social forces which affect us, in season and out of season. It poses questions about the nature of the consumer society. And it poses questions about the way participatory democracy can be truly a global concern.

The swirling mists of uncertainty that surround contemporary society make it difficult for us to be sure-footed on our different journeys of life and enterprise. There is therefore much to be said for taking a few moments to reflect on the kind of society that we wish. If I were given the chance to say what kind of society in which I would choose to live, I am inclined to think it would be characterised by two main features:

A society of justice for all; and a society of hope.

My feeling is that to achieve these features we need to take a hard look at the culture that is surrounding us. We need to move from a culture of individualism to a culture of participation; and from a culture of accountability to a culture of responsibility. We need to look at transformative changes in our society. This has to be led by a concern for values, and not a concern for the kind of accountability which is determined externally, and which carries with it in its wake issues of pressure, blame, tension, compliance and conformity.

Some Purposes of Education

In the western world there has been a danger of confusing means and ends. When we look at the nature of a participatory democracy it will be characterised by having an educated populace. However the purposes of education have to be clear, since this is not a matter of political literacy or career development. The purposes of education are not primarily about the curriculum but the curriculum is a means to an end. The essential purposes of education might be said to include:

- *to form people of love, care, and compassion*
- *to form people of hope*
- *who have a deep sense of beauty*
- *and who serve the world by their gifts.*

The emphasis on active Citizenship is primarily concerned with these four main purposes of education. This is an antidote to apathy and cynicism which can become so prevalent in society in which education is viewed as a commodity or an item in a commercialised world.

It is essentially concerned with knowing, thinking, doing and serving the world from a very direct values base. This implies that teachers (whether in kindergarten or university) are concerned to work for the good of the community that they serve. It is a mark of every professional that she/he will act in the “common good”. This is a wide-ranging concept which includes not only the collective vision of the profession. There is a global dimension to the “common good”. Those who live and have the benefits of life in affluent countries have to be accountable for the effects on global matters. We cannot abrogate our responsibilities in the face of using resources to which everyone has a right.

The Nature of Accountability

These issues are raised at this stage partly to question the nature of accountability in which are engaged. In my view too much attention is given to the form of accountability which is external and is based on the measured outcomes of our activities. Not enough attention is given to the forms of accountability which may arise from our own need to be professional and derive from evidence based on “professional discernment.”

All accountability requires attention to the use of evidence, but there are different kinds of evidence. We have allowed society to become engaged in accountability systems which might be characterised as:

- Based on measurement
- Externally driven
- Imposed on top-down models of management
- Lacking in personal engagement with the individual
- Systems based rather than person-sensitive.

These are the forms of accountability which need to be reviewed and developed in a positive way.

The “Twin Cultures” of Accountability

The present social systems in the Western world might be thought of as being the resolution of these twin cultures of society. The “the culture of accountability” and “the culture of love.” These are not offered as alternatives, but rather social systems of accountability contain elements of each. The system that is formed in our classrooms, our schools, our education authorities and our country are the resolution of the forces which derive from these dual “cultures”.

In our society this is a very significant and even dominant aspect of our public service. Accountability is a necessary feature of professional and personal life, both to those whom we serve or to society at large. The questions are,

***“Need accountability in the professions be predominantly external?
Is a characteristic of professionalism having a strong internal accountability?
Need accountability result in a form of compliance, and working to an agenda set by someone else?”***

It poses challenges to our social systems generally. Our social systems do not exist merely to support economic values or even “the commercialised world.” Of course, they ought not to ignore this, but it should not be driven solely by it. It is perhaps the reverse that is true, namely that an economy exists to support a forward looking and liberal education system which helps us all to serve the world with dedication and our gifts.

More and more the world needs people in leadership roles who demonstrate professional ethical behaviour, and moral courage. Learning is a conversation from generation to generation about matters which are significant to social advancement. This is a thread of continuity through the generations. Where there is a weak social structure or educational system this continuity of conversation can be interrupted. In such circumstances there is the danger of creating a “lost generation” of young people who are not able to participate in the conversation, for various reasons. There is a fine gossamer thread of relationship from generation to generation which carries the culture of our society and the key to our civilisation. Once this is broken there is a risk of alienation and discontinuity of social advancement. There is a risk of continuity being disrupted in ways which make it very difficult to see a clear progress in human development, and social progress.

As well as being concerned with external accountability, there is a need to be concerned with internal accountability and for an overt sense of responsibility. This is the capacity for self-reflection and self-development. So many people work in organisations dominated by external accountability and have a feeling that nobody cares about how they feel about their work, their relationships, or their contribution except insofar as it relates to prescribed standards and outcomes or targets.

There is a need for internal accountability which relates to public expectations and aspirations; and equally there is a need for public expectations to be based on the professional judgement and discerned evidence which comes from the committed professional person. We are in danger of losing the capacity to value professional discernment because of an unrealistic and often superficial pursuit of externally imposed measured outcomes.

In this regard the significance of developing moral and ethical courage cannot be overestimated. Universities should be places where there is a conviction to be bold in pursuing the requirements of intellectual leadership, and social advancement. This leadership is always professional – that is, it puts others before oneself, and always acts unreservedly in “the common good”.

Accountability and Hope

Society requires a spirit of hope – not the narcotic of an illusion, but the genuine quality that improves the human spirit. The role of the educator, the planner, those who work for social improvement, is always to be the agent of hope in the service of the society. Perhaps it is that sense of hope that raises people to distinction in the modern world. Schools, universities and other places of learning are concerned with a future of justice and care. These touch the very foundations of the nature of humanity. In places that remain underdeveloped across the world there is tragedy that comes from poverty. The greatest tragedy of all is where there is a poverty of hope.

Can we be accountable for matters such as hope? We are certainly accountable if we create a society and communities without hope. Hope will develop through a deep concern to listen to the voices of everyone. It will develop through close attention to engaging people in their own future and the future of their fellow human beings. This is the essential need for a participatory approach to thinking and to action.

There is a very strong emotional basis for learning and for all we do. It is this emotional base that emphasises the importance of hope. Where there is no hope learning is diminished. Where hope does exist learning in all its forms is enhanced.

Commercialisation and Human Development

So in looking at a consumer society we have to place our concerns in a context of human development. We are not seeking to form a world in which there is simply economic prosperity and material well-being, if this is not used purposefully for the development of humanity. Human beings are not just to be treated as contented, happy animals. The development of an agenda for social action should be based on a social conscience which is concerned with values. This should allow us to focus on the real issues facing society, and not to lose sight of some of the more pressing realities of our time

"To the fearful eye all is threatening.... To the greedy eye, everything can be possessed.....to the loving eye, everything is real...If we could look at the world in a loving way, then the world would rise up before us full of invitation, possibility and depth."

(Anam Cara: Spiritual Wisdom from The Celtic World" , John O'Donohue, 1997).

Accountability and "The Common Good"

We also need to consider whether we are dealing with essential social services, such as education, as a "common good" (like fresh drinking water, or fresh air), or "a private good" (like a holiday or a car). In a commercialised world there is an increasing tendency to see most matters as having a price. They can be bought and sold; they are part of a commercialised world; they are part of the comings and goings of the marketplace of life. There is a real danger in a world of consumerism that education itself becomes a "private good". That is, it is something that has a price rather than a value, and is available to those who can pay for it. I believe that education is a common good, and the democratic intellect should develop a world of access to all education. That is a human right.

In a commercialised world there is also a place for social and human services. These social benefits also have a value, and that is a very different matter from a price. So is the educator interested in promoting a society of care, love, compassion; offering a sense of beauty; and promoting service to the world through using human gifts and talent... in fact a world removed from the real world? It would be easy to conclude that there are certainly enormous gaps. Can we close these gaps?

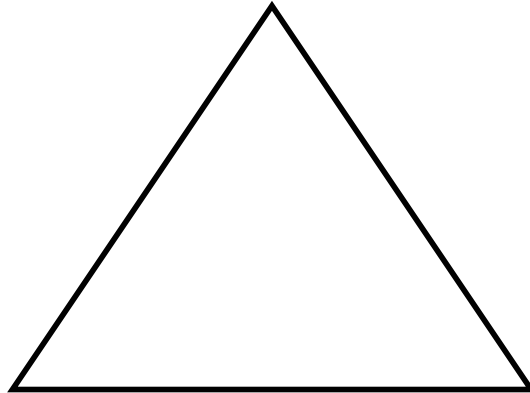
It must be clear that a society based on the marketplace is fragile, uncertain, competitive, and will create such divisions in society that there is a frightening instability. The values of justice are deeply human, and must form the basis of all civilised groups. (Of course the concept of "justice" is not itself a stable one, nor is it the same across all cultures.) It is those human values which lay the foundations to a society which is democratic, stable, and sensitive to the needs of all.

So active global Citizenship is an essential theme in education for this century. It is both an element of education that makes us more suited for life, as well as an aspiration for a better society. It requires attention to justice, integrity and the service of others. It demands a philosophy that relates the development of the common good to participation in the communities of which we are part. It requires a sense of hope. It recognises the significance not only of what we learn but of how we learn and the effect of this on our emotions.

Accountability and Participation

The concept of “effective learning” in education might be an elusive one. Yet there are certain principles which should be in place if learning is to be considered “sustainable”. Of particular importance is the need for reinforcement and consistency of treatment in three domains, e.g. Social Transformation, The Ethos of Participation, The Pedagogy of Justice. These should be interrelated so that there is consistency of vision and of practices. This is the essence of a sustainable system – linking

Social Transformation



These form the domains of concern which, when linked together, lead to sustainable living. None is independent of the others, and it is the interaction among these that leads to sustainability. Each domain is, of course, a major field of enquiry and action.

Some significant elements are

- ***Social Transformation***
There needs to be a recognition that social improvement, and especially learning, is the key to human development, individually and collectively. All of us have a duty to operate in the common good and so be optimistic that society will improve. Any thoughts to the contrary are unsustainable.
- ***Ethos of Participation***
Values are carried in the relationships of life. This implies being carried within the ethos of a community. Attention has to be given to how the ethos is created, developed and enhanced for the good of the individual and of the community. This ethos should be consistent with the objectives of social transformation.
- ***Concern for Justice***
The ways in which we learn are often more influential than what we learn.. This exposes the need for all we do to be based on justice. It is through developing justice in our relationships that we achieve peace, compassion and forgiveness. This is a fundamental principle of living which leads to the dignity of the individual and liberty in society. It is worth noting that the concept of justice is a deep human disposition. It may incorporate legal considerations but essentially goes beyond the law. This implies a deeper and more all-embracing view of life than would normally be encompassed in legal specifications.

Collectively these domains operate to reinforce and sustain each other. The challenges in society are largely concerned with the use of appropriate ways of working in pursuit of the common good.

This may not be an attractive, modern and politically refreshing concept, but it is one which is too often forgotten amid a search for improved standards, increased targets, and better outcomes. It is the disposition to learn which is the key to effective and sustainable education. This is the culture of citizenship – the effectively educated person, able to adapt, develop and constantly change in the service of others.

Our responsibility in developing robust communities is to transform them from communities of accountability to communities of responsibility. This is truly the gap in leadership and in policies. We need to have a culture based on love, compassion and care in which each person takes responsibility individually and collectively for improving society. Setting targets, standards, competencies and outcomes breeds a culture of “command and control”. The excessive concerns for the targets and standards set by others can become paralysing to creativity and the pursuit of new ideas.

It is clear that professions and organisations such as educational institutions are not at their best when they have become places of compliance and conformity. It leads to fear of failure and resentment even if the targets are achieved and met. This is the antithesis of the open, creative and investigative mind fostered within the community of scholars. This orientation towards hope is a human asset of great worth.

The political infrastructures should also be alert to these concerns. The excessive reliance on price rather than on value; the obsession with setting external standards to the detriment of internal quality; and the political interference on matters of academic integrity put educational institutions at risk. Where education is placed in a politically or economically determined context it is in danger of losing integrity and independence of thought and action. Where universities, for example, accept research contracts without concern for the ethical basis of that research there is a danger of truth itself becoming a commodity to be bought and sold in the marketplace. Educational institutions must have the autonomy to act with freedom that is ethical, realistic and honourable.

A major focus has been on the significance of developing the ethos of the community as a focus for participatory democracy. It is through these ideas that we find intellectual leadership. It is this leadership that helps us to be at peace with uncertainty. This is not the narrow concerns of the cognitive alone, but is that personal search, a journey of mind and heart, and the capacity for personal progress. Throughout the world there is a considerable interest in how excellence and quality are determined to establish and enhance the common good.

Memories, dreams....

One issue which might be worth considering is whether the forces of the external world are too dominant in society. We have to be accountable for those matters which we hold dearly. Let me offer this reflection on one of the lesser considered human assets... the memory. People of all ages have to have memories. These are formed by the ways in which people interact, and these memories often survive throughout life. *The memories outlast the influence of the marketplace.* They can lie dormant in our psyche and sub-consciousness, often for long periods of time. Memories are significant and they are influenced by values and ideals. Attention to the ethos is a vital part of our value system, and the effects of this cannot be

underestimated. That is part of the power of participatory democracy. It forms the basis of strong memories and powerful ideals.

There is a silken thread which links our memories to our dreams. Related to the idea of encouraging memories as a positive element in developing and promoting certain values, is the truism that children have to have dreams. Dreams refer to those ambitions and aspirations that form part of the richness and excitement of the human condition. This becomes particularly important in a world in which education has become intensely interested in outcomes, and the technical efficiencies of the services that we offer. Due attention has also to be given to the more human and humane aspects which are intrinsically part of the human condition.

Ethos of participation

Education systems must address the needs of the child as well as the communities of which they are part. There is a strong need to have educational provision which balances the needs of the community with the needs of the individual, and which focuses on the child in that process. The provision has to be based on the hope of a better society, and the realism of each person contributing to it. Too often there is apathy which prevails and suggests limits to the contribution that education makes to the development of the whole person.

The education system has to be accountable to the local community as well as to state, and to government. The need for the public service to be accountable to that public is taken for granted. This need not result in bureaucratic processes and procedures, but does require a confidence in showing what is being achieved. Such accountability should allow the teachers to be internally accountable as well as accountable to the public, and especially to children and their parents. In education we are not only to be accountable to the public, but we form the public.

It is indeed the right of every child to receive a quality education, and all of us have a responsibility to play a significant role in being an advocate for children, and for the generations yet to be born.

The Hierarchy of Learning

Education is often considered to be that process which facilitates and stimulates learning.. Indeed this is a vital part of education. The idea of learning has to be broadly conceived. It also stimulates and facilitates thinking. It might be thought that it subsumes the idea of “thinking” as part of the processes of learning. Thinking is perhaps a rather different set of mental processes, giving weight to creativity, lateral thought processes, and imaginative cognitive and emotional operations. Learning, however, need not be thought of as a kind of derivative, or secondary set of mental operations. Learning has a number of aspects, and these might be thought of as a hierarchy of learning:

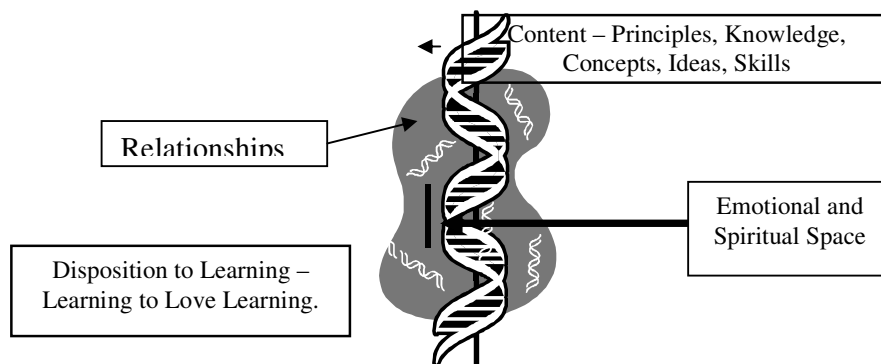
Learning how to become.
Learning how to be
Learning how to do
Learning how to learn
Learning how to repeat

This hierarchy suggests that learning is not a one-dimensional process, but is a complex and sophisticated process and one which is not simply concerned with the lower rungs as shown on this hierarchy. It should also be noted that learning is concerned not only with cognition, but also with emotional learning; spiritual growth; physical, social and moral development; character formation; and with the development of “the whole person”. It should also be made clear that learning takes place throughout life, and not only in the formal settings of schools and other institutions of formal education. A culture for active Citizenship has to address each of these aspects of learning. Children have a right to each of these forms of learning, and this requires attention to the democratic ideal.

Children have an entitlement to a high quality of education. Serious work needs to be undertaken if this right is to be a reality for all on a global scale. While matters are progressing in many countries, there is a need to accelerate the speed of this development, since daily young children may not be receiving the positive learning opportunities which are their right. The tragedy is that in many countries of political strife and poor economic conditions this aspect of life is deteriorating, and this represents considerable human waste.

A Model of Learning

When we teach – we teach two aspects of learning. We teach the concepts, principles, ideas and skills of a subject – and we teach the love of a subject. Basically learners will learn – and they will develop an attitude or disposition to that learning. These are linked like a double helix – one does not exist without the other.



A Model of Learning

Among the most significant factor for effective learning will be the disposition to effective learning. Where a learner comes with high expectations and a positive disposition to learn, there is every chance of the learning being effective and having lasting value. Where someone approaches learning with negative or even indifferent attitudes there is every chance that

learning will be at best superficial and possibly even ineffective, sometimes leaving lasting

ing lasting negative feelings.ality of emotions and learning. In particular emphasises the significance of an emotional dimension to citizenship. There are emotional or “primal” impulses for learning and teaching.

So one of the most significant issues for the teacher is to create a set of attitudes which promote effective, learning and ways of loving learning. This is often as much in the way in which teaching takes place as with the content of the teaching itself. For the teacher a central issue is in what we think about those who are to learn. Some matters worthy of consideration in relation to the education of the learners and their value base are:

The powerful forces of voices should not be ignored, nor the power of the ideas and the significance of the voices of others in our lives and memories. Memories will also allow us to hear the voice of a significant person behind or beyond the conversation, and all of this adds to the quality of thought and professional understanding.

Young people value ideals and adventure. They are inspired by great thoughts and dreams of the future. It would be tragic if these aspects of life and living were to be denied in an education which was restricted to the measured outcomes of the curriculum. This is to reduce education to instruction, and the person to a learner. It is to starve the spirit of its rich nourishment.... Because we are accountable for that too... and this is not part of a commercialised world, but a world of lived values and humanity.

Conclusion

In any review of accountability one might conclude that accountability is here to stay. It is a pre-requisite for a society which can have confidence in professionals, and where the public is protected by the assurance of systems where there is evidence that takes us beyond the marketplace, and prices being all-important. The real issue for the future is to establish a culture in which internal accountability is given greater prominence, and where the evidence used is not limited to measured data, but includes “discerned” information.

3. Reshaping cooperation---co-producing and sharing of teaching materials and learning methods in a global network

Åke Bjørke:

(Please refer to the powerpoint file labelled “Bjørke”)

ⁱ See for example, Institute for Studies in Global Prosperity, “*Science, Religion and Development: Some Initial Considerations*”, www.isgp.bic.org

ⁱⁱ Ibid.

ⁱⁱⁱ Ibid.

^{iv} Ibid.

^v Ibid.

^{vi} Together these three themes include all the five core values identified in the Chavan Committee Report (1999) (truth, righteous conduct, peace, love and non-violence): the first two are direct one to one equivalents and the third includes the last three core values. They include all the Constitutional Fundamental Duties (Chapter IVA), as well as the UNESCO Universal Cultural Values (awareness of human rights, social responsibility, social equity and democratic participation in decision-making and government, understanding and tolerance of cultural differences and pluralism, spirit of caring, cooperation, and enterprise, creativity, sensitivity to gender equality, open-mindedness to change, and an obligation to environment protection and sustainable development), and the UNESCO themes for Education for the 21st Century (Learning to know, Learning to do, Learning to live together and Learning to be).

^{vii} This is elaborated further in Sherif Rushdy, “*Elements of a National Integrated Value Education Programme*”, *Journal of Value Education*, National Council of Educational Research and Training, Vol. 2, No. 2, July 2002, pp. 91-106

^{viii} For further information see the NEDI website at www.nediweb.org

^{ix} For further information see the PRIACT website at www.priact.org

Re-thinking extravagance: consumption patterns in light of global disparities

Paris, March 1-2, 2004

The Consumer Citizenship Network - 1st international conference

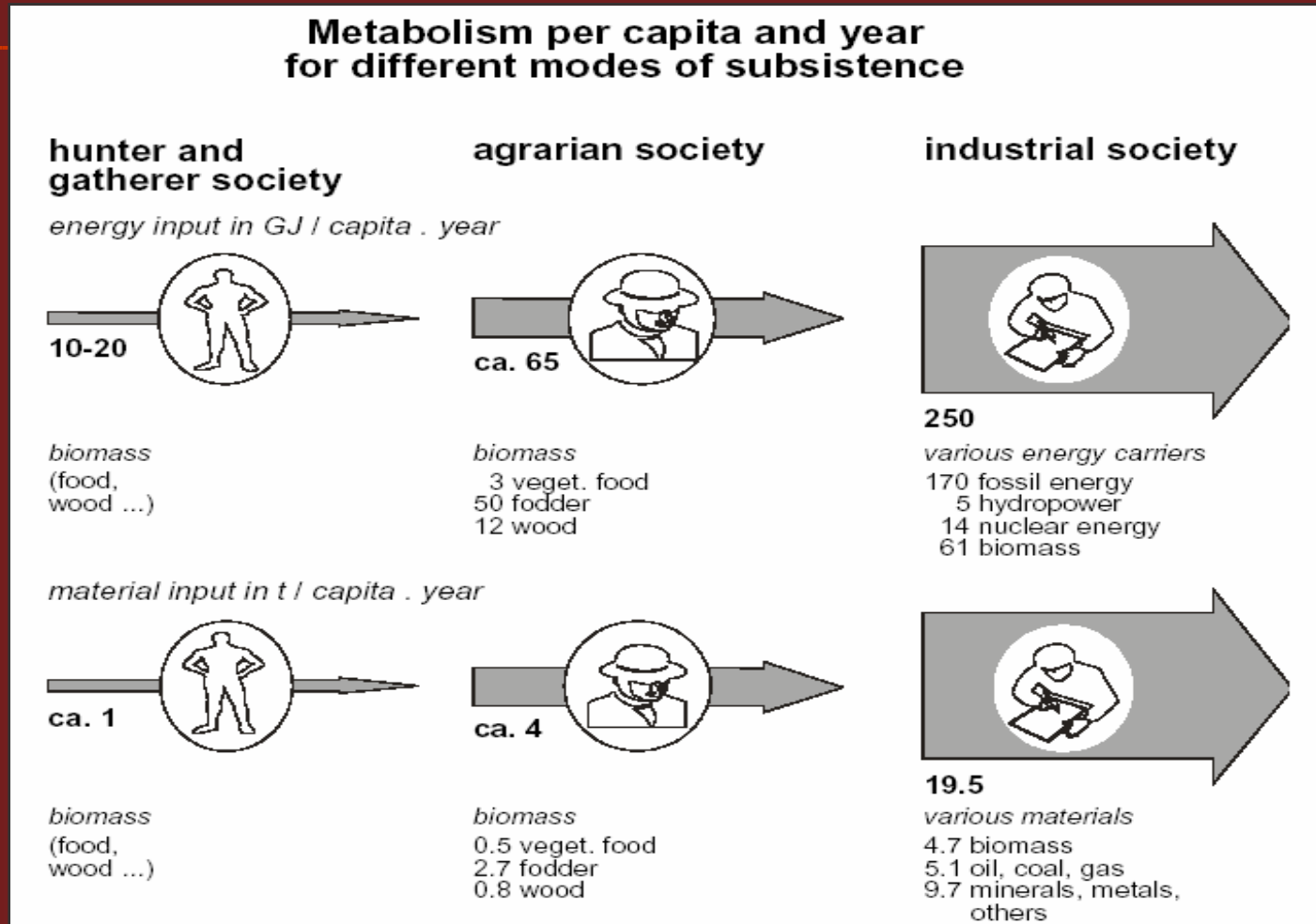
Bedrich Moldan,
Iva Hönigová, Jan Kovanda
Charles University Environment Center



Disparities do exist (1)

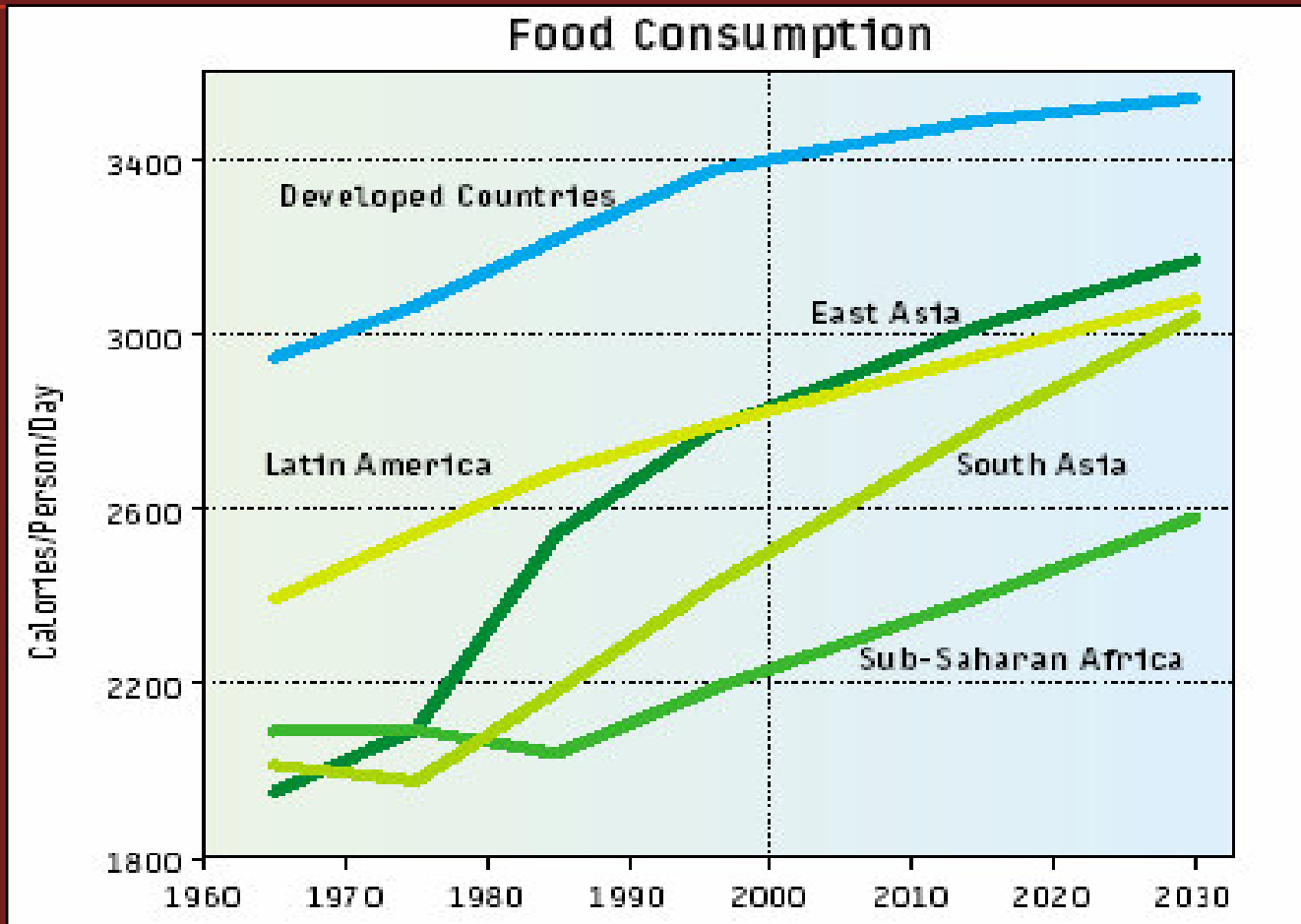
- Consumption patterns vary in various regions for different reasons:
 - Historical development
 - Culture
 - Mode of governance
 - Availability of resources
 - Level of technological development

Disparities do exist (2)



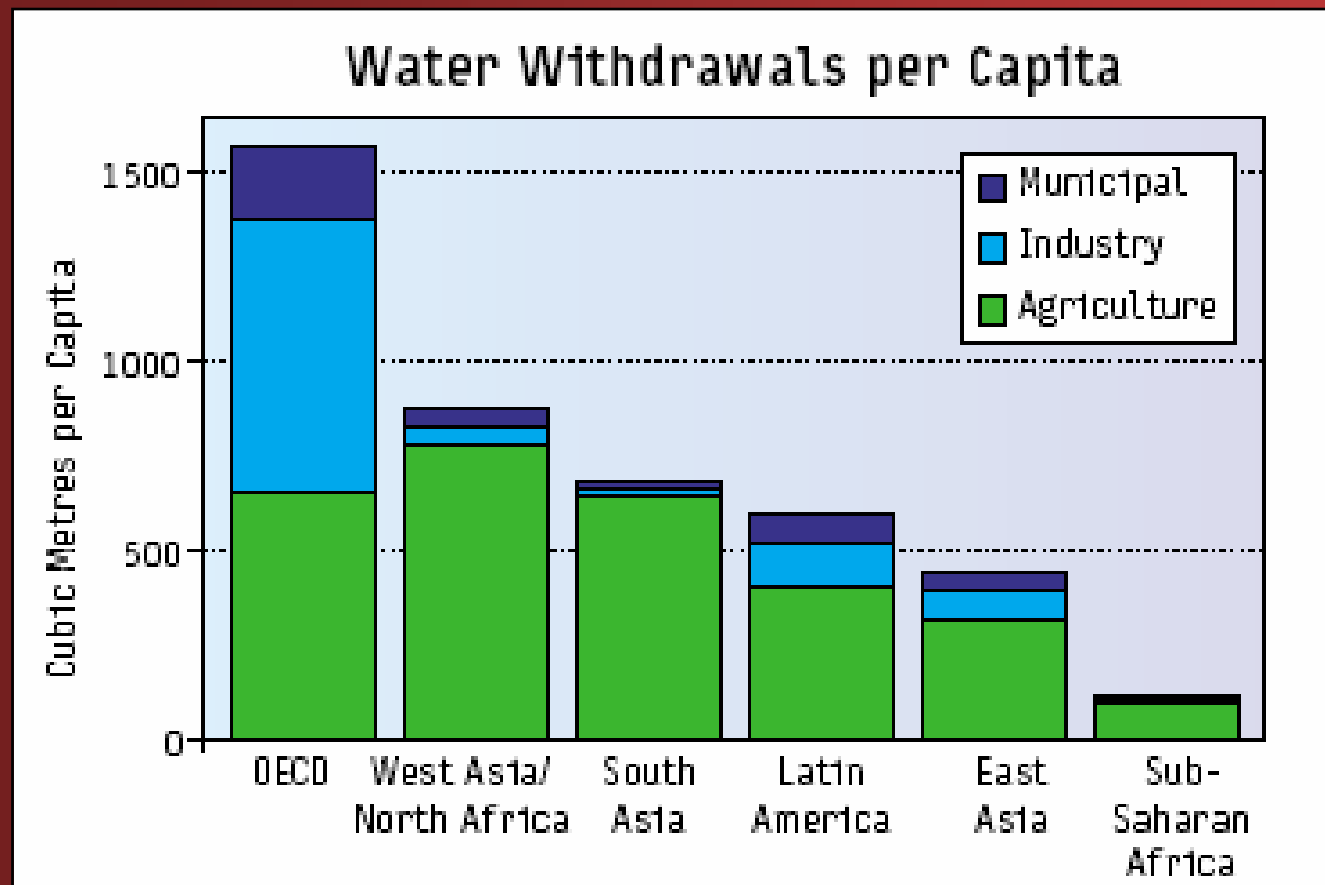
Source: Amann, Bruckner, Fischer-Kowalski, Grünbühel, 2002

Disparities do exist (3)



Source: FAO

Disparities do exist (4)



Source: World Water Council

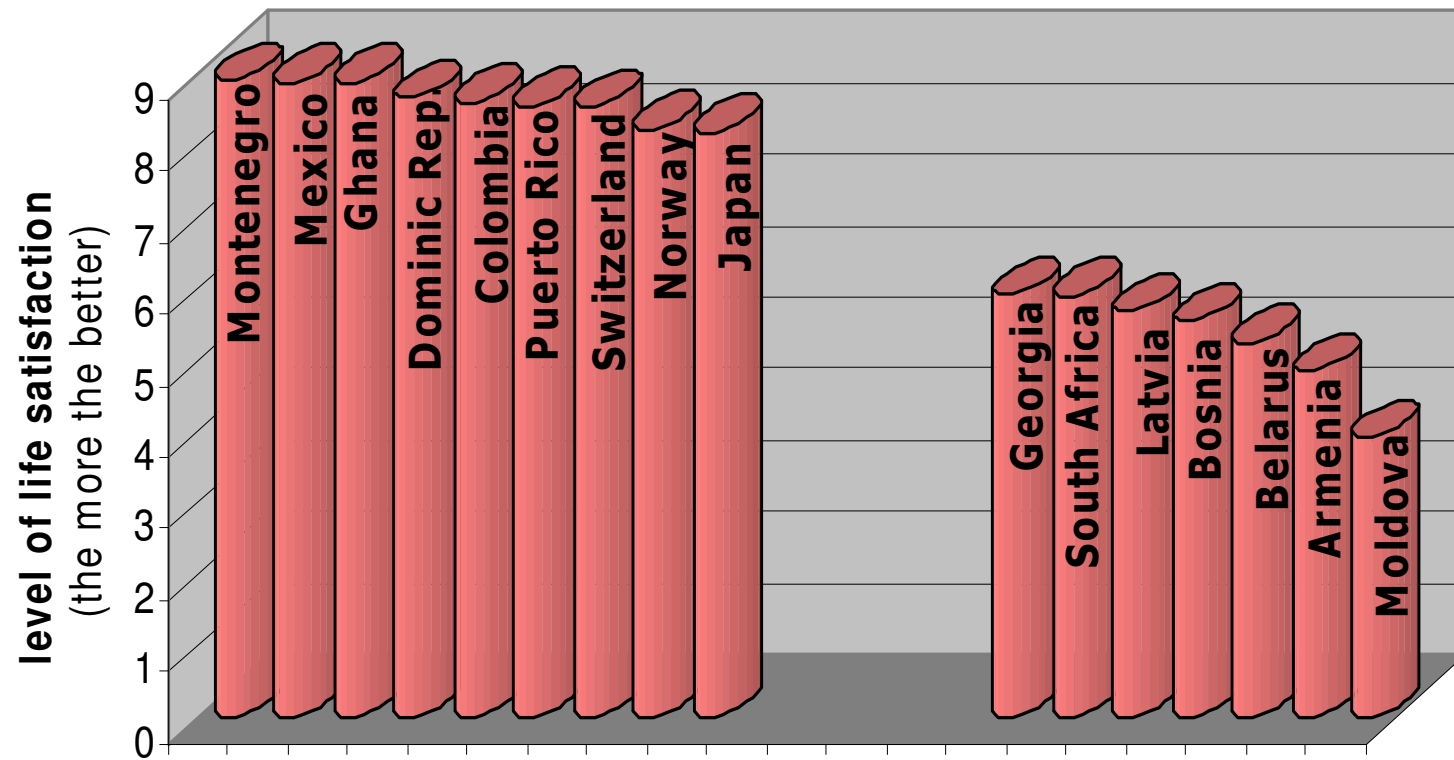
Do disparities matter? (1)

- Although consumption patterns differ, people mostly consider their lives happy.
- The happiness depends more on:
 - The fulfilment of basic needs
 - Feeling of security
 - Control over own life

Do disparities matter? (2)

- The life satisfaction and material consumption:
 - The parameters of life satisfaction are culturally given and vary over the world

Do disparities matter? (3)



Source: World Value Survey 1995 – 1997

Do disparities matter? (4)

Conditions of life satisfaction in different cultures:

- ⇒ Japan: fulfil the social expectations
- ⇒ Buddhism: nirvana
- ⇒ Western civilization: success is the condition
 - ⇒ Success is often related to wealth and wealth is demonstrated by consumption

The issue of extravagance

- What is extravagance in light of these findings?
 - Consumption?
 - Wealth?
 - Life style? Life attitudes and priorities?
 - Short-sighted decisions?

Extravagance in consumption (1)

- Compare:
 - off-road car (sc. SUV) – big (plenty of material used), big fuel consumption
 - off-road car – big (completely recyclable), silent (best available technology), hydrogen fuel
- Is this extravagance in consumption?

Extravagance in consumption (2)

- Another example – high consumption of beverages:
 - Millions of Europeans drinking orange juice from South America instead of home-made apple juice
 - Is this extravagance in consumption?

What really matters? (1)

- Consumption itself does not matter, however pressure exerted on the environment by humans does.
- Not excessive consumption (wealth etc.), but excessive environmental load.
- Environmental load is given by the volume of materials taken from nature by humans and the volume of wastes released back to the environment

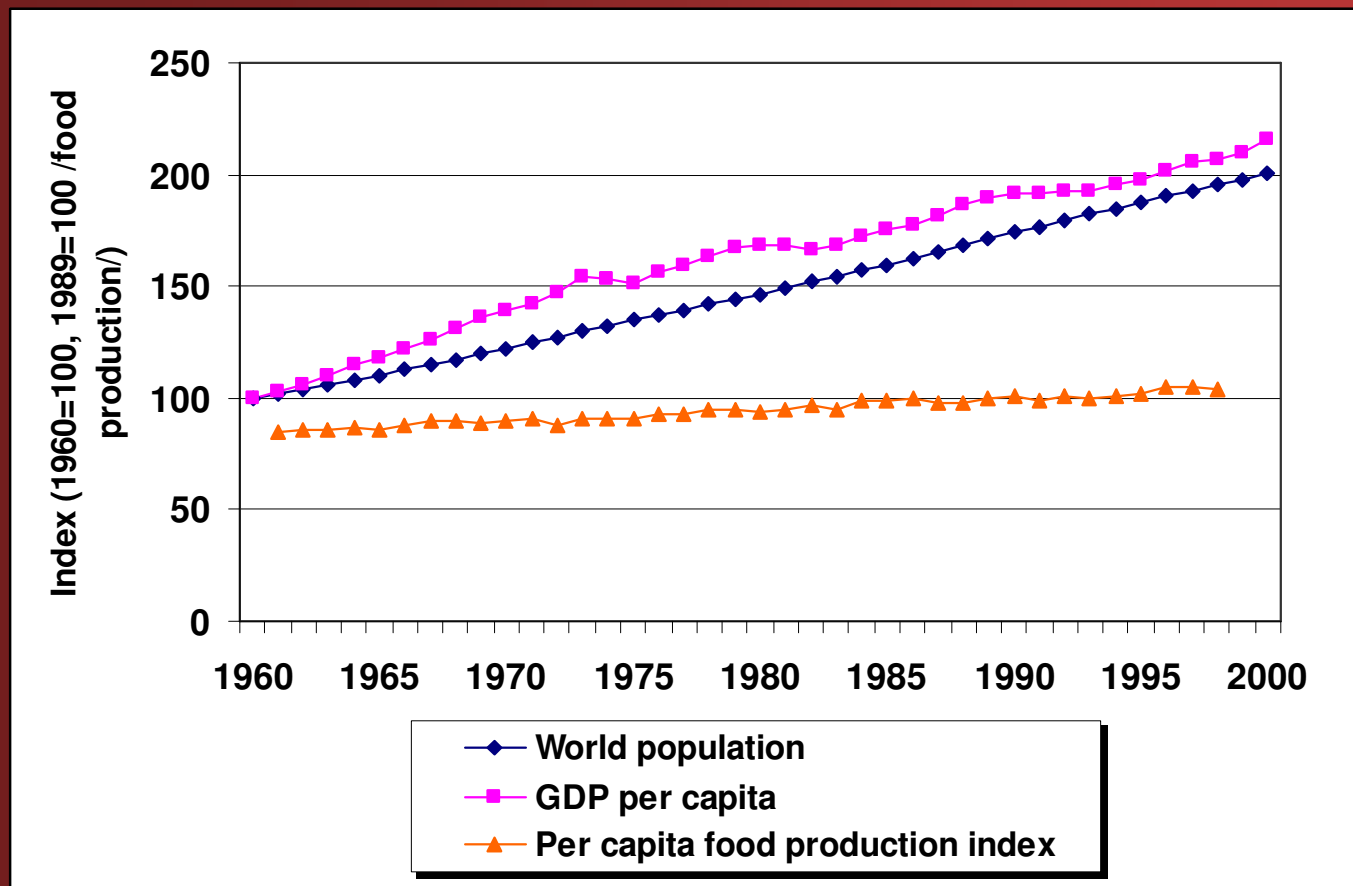
What really matters? (2)

- The excessive environmental load is the load which overshoots the carrying capacity of an area.
 - The carrying capacity is given by number of people that can be sustained on an area on a long-term basis under a certain production and consumption patterns.

Re-thinking extravagance in consumption (1)

- Progress in the world
 - Growth in population
 - Growth in economic output per capita and food production per capita, which is made possible thanks to technological development and consequent increase in efficiency

Re-thinking extravagance in consumption (2)



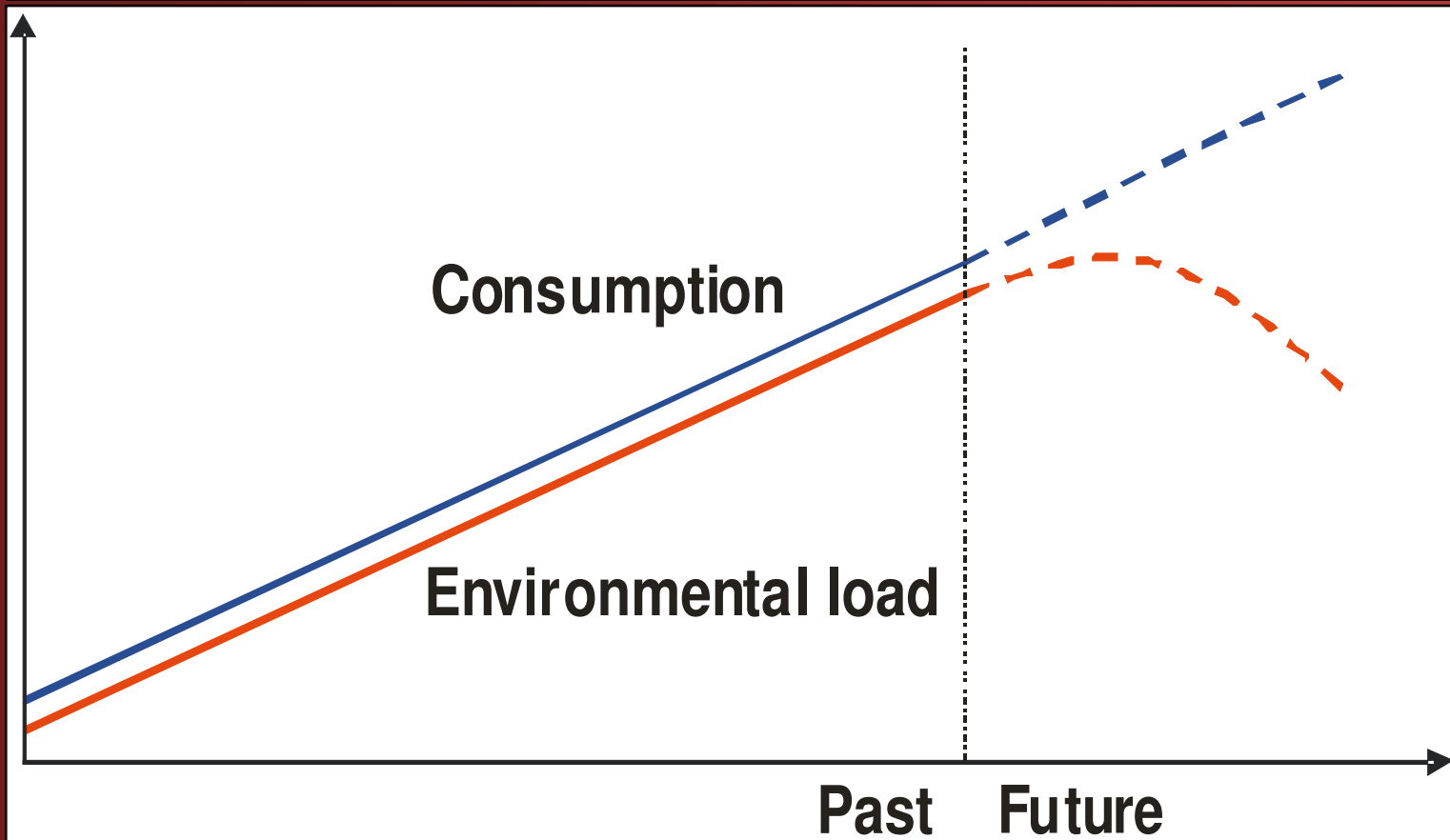
Source: WRI

Re-thinking of extravagance in consumption (3)

- How to tackle the excessive environmental load?
- Solution: decoupling of consumption from environmental load
- A relative vs. absolute decoupling

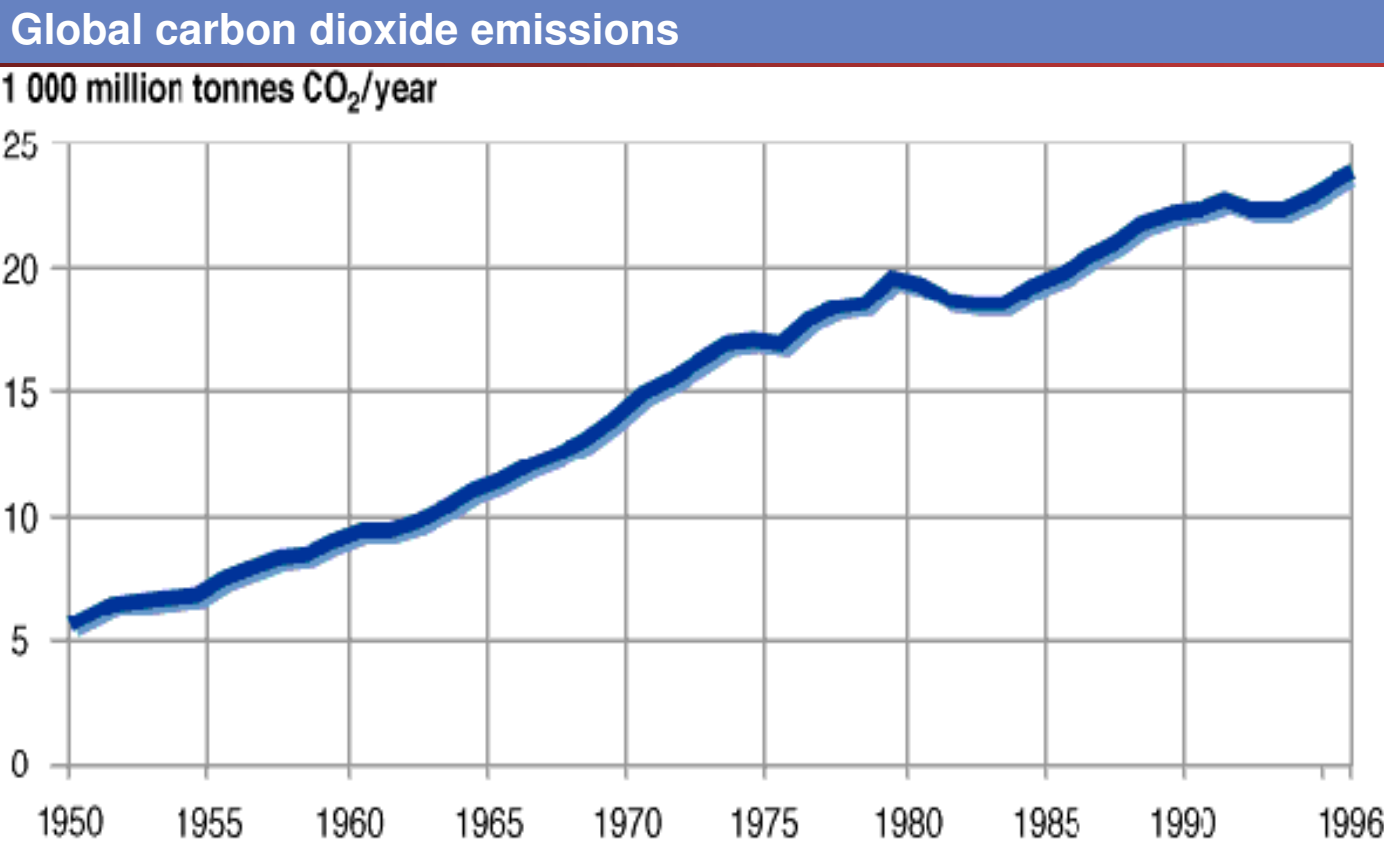
Decoupling (1)

Decoupling of environmental load from consumption



Source: EEA, modified

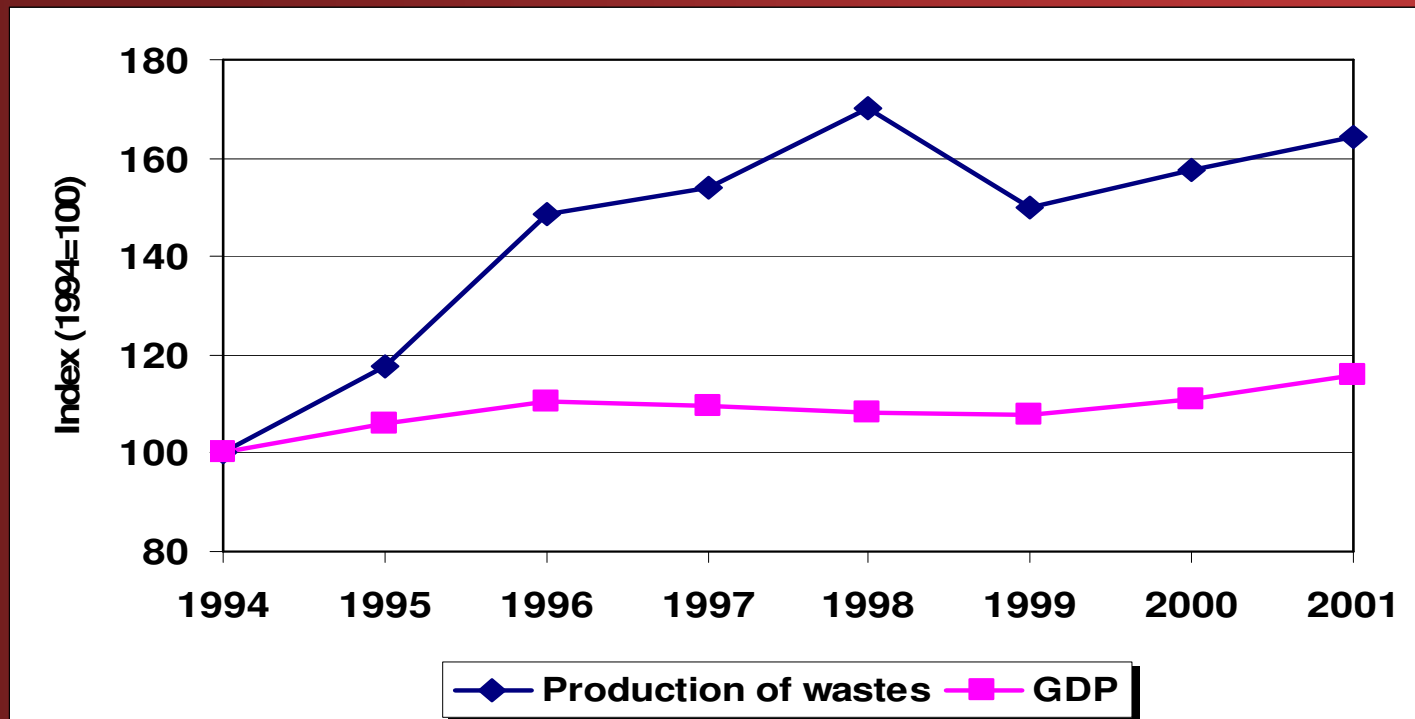
Excessive environmental load (1)



Source: GEO 2

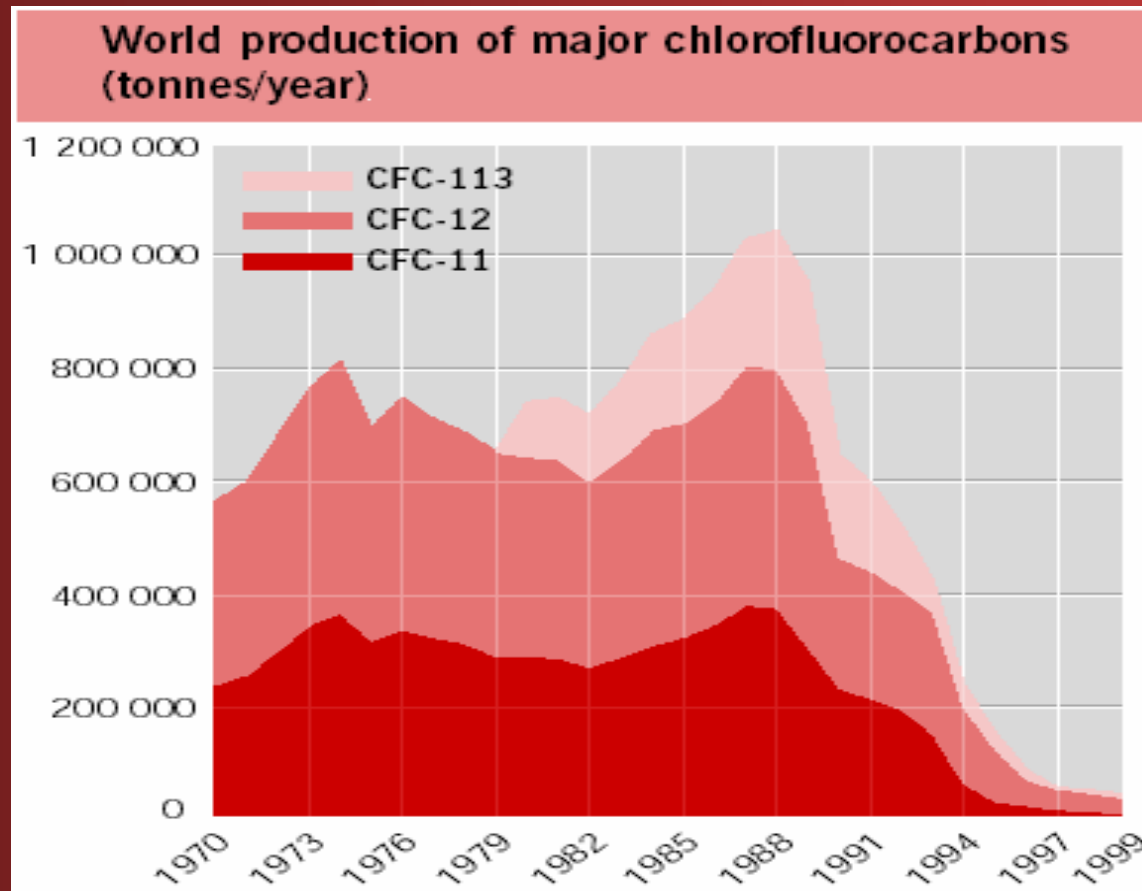
Decoupling (2)

Czech Republic, production of wastes and GDP, 1995-2001



Source: CZSO

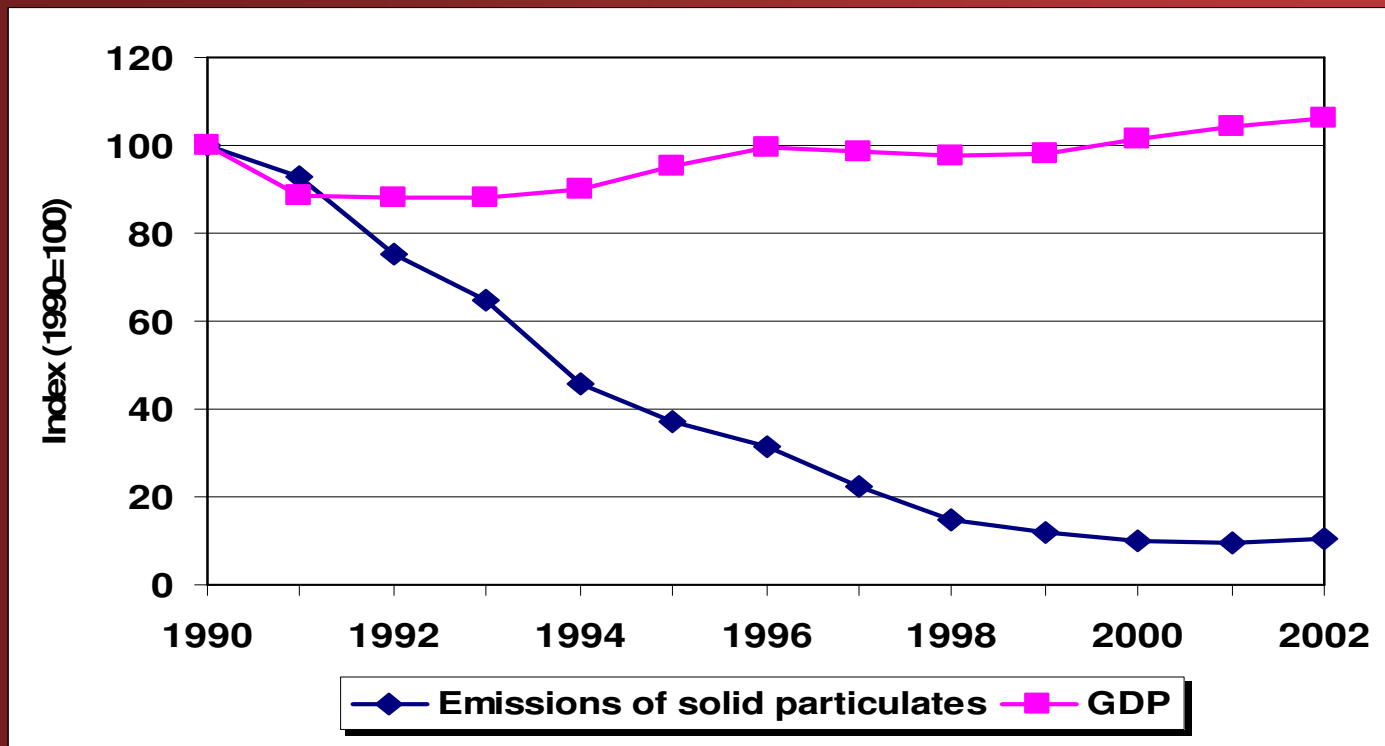
Excessive environmental load (2)



Source: GEO 3

Decoupling (3)

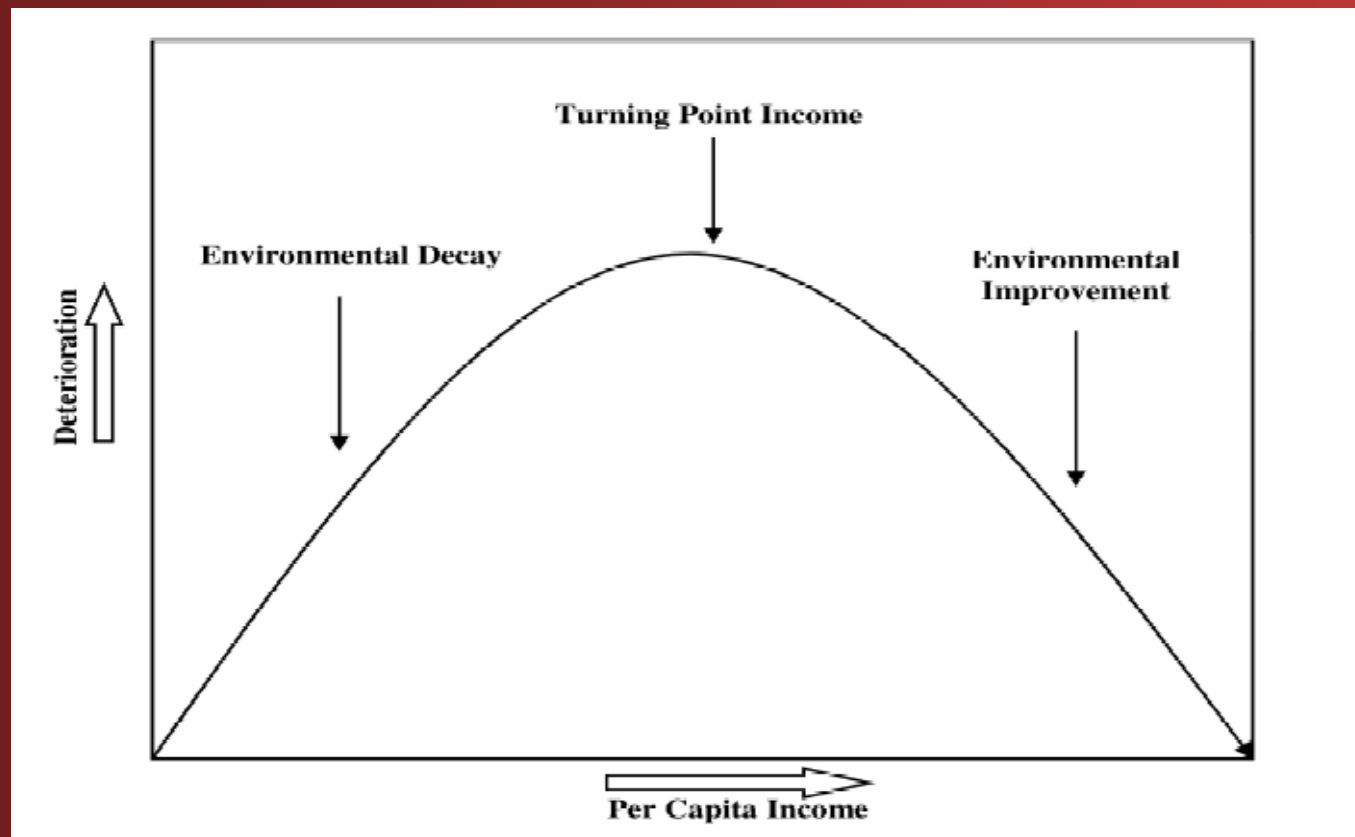
Czech Republic, emissions of solid particulates and GDP, 1990-2002



Source: CZSO

Decoupling (4)

Environmental Kuznetz curve

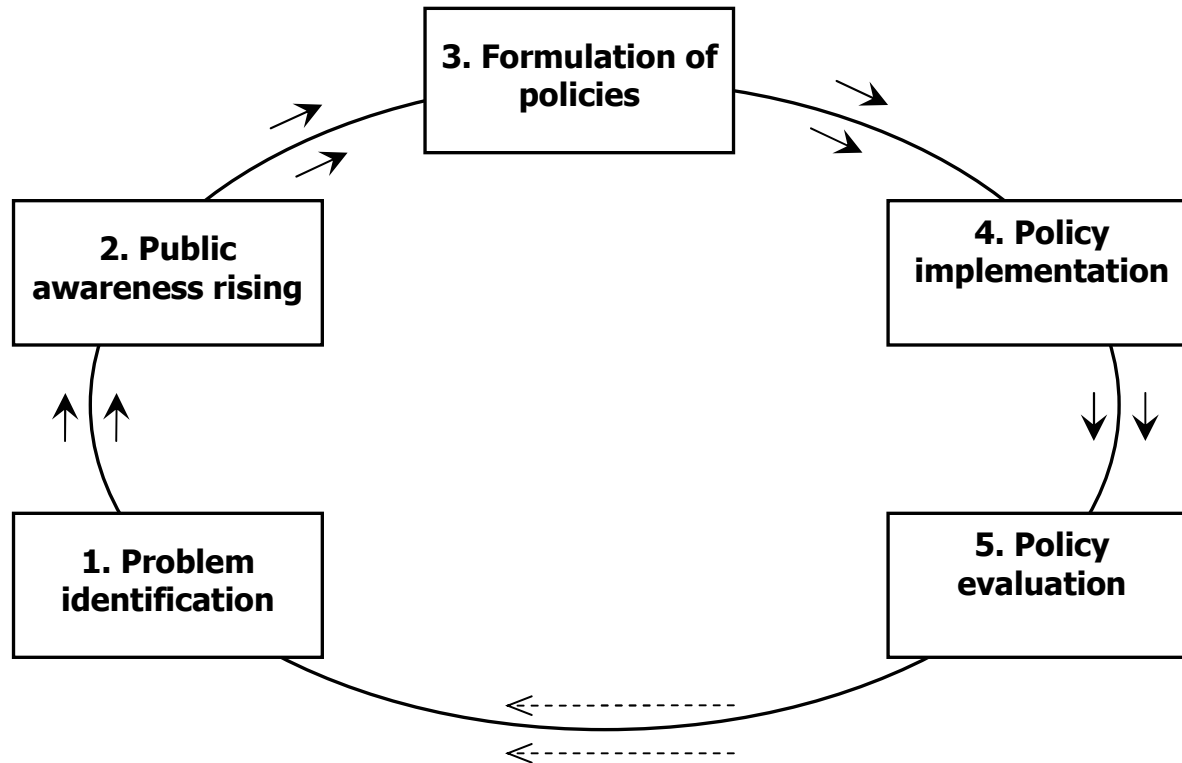


How to limit an excessive environmental load (1)

- Due to many uncertainties it is rather problematic.
- Possible limitation of an excessive environmental load:
 - Transparent social decision based on precautionary principle that involves all important stakeholders
 - Role of social justice, democracy, education

How to limit an excessive environmental load (2)

Decision-making cycle



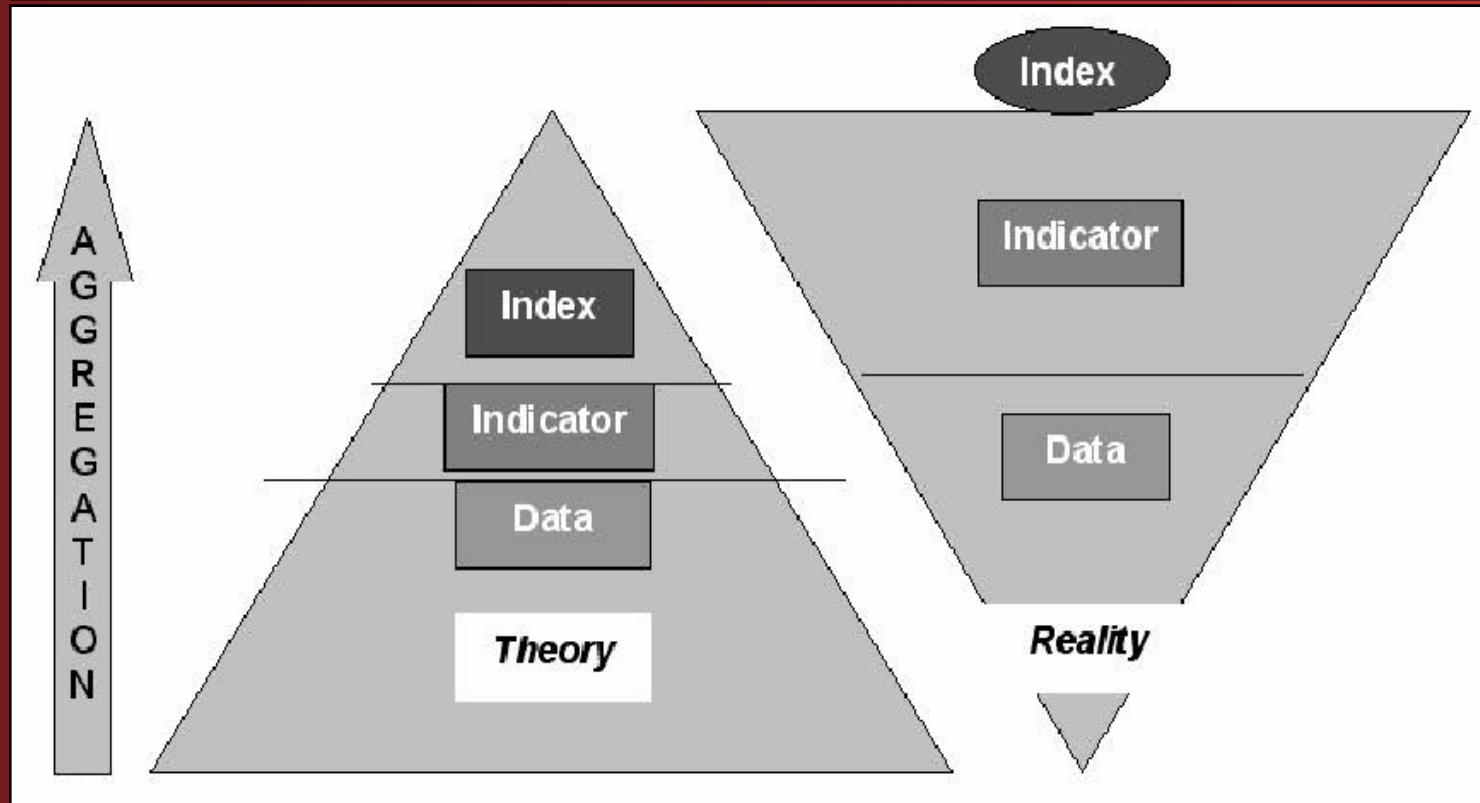
Source: SCOPE, 1997

The role of higher education

- A crucial role of **education**: teacher education and training, innovative methods, both formal and non-formal education, new technologies (including ICTs: e-learning)
- A crucial role of **science**: sustainable, place-based
- A crucial role of **information**: policy-relevant knowledge (e.g. indicators)

The role of information

The information pyramid: theory and reality



Source: ICSU, 2002

Conclusions

- It is an environmental load not consumption itself that matters.
- The environmental load should not exceed the carrying capacity.
- The limitation of excessive environmental load is a social decision
- This decision must be based on sustainability science, relevant information and democratic principles

Thank you for your attention

*Reshaping cooperation
---co-producing and sharing of
teaching materials and learning
methods in a global network*

Åke Bjørke

Global Virtual University

UNEP/GRID-Arendal

Keynote lecture to the First international conference of the
Consumer Citizenship Network, **UNESCO, Paris, 1-3 March 04**

”Using, choosing or creating the future?”

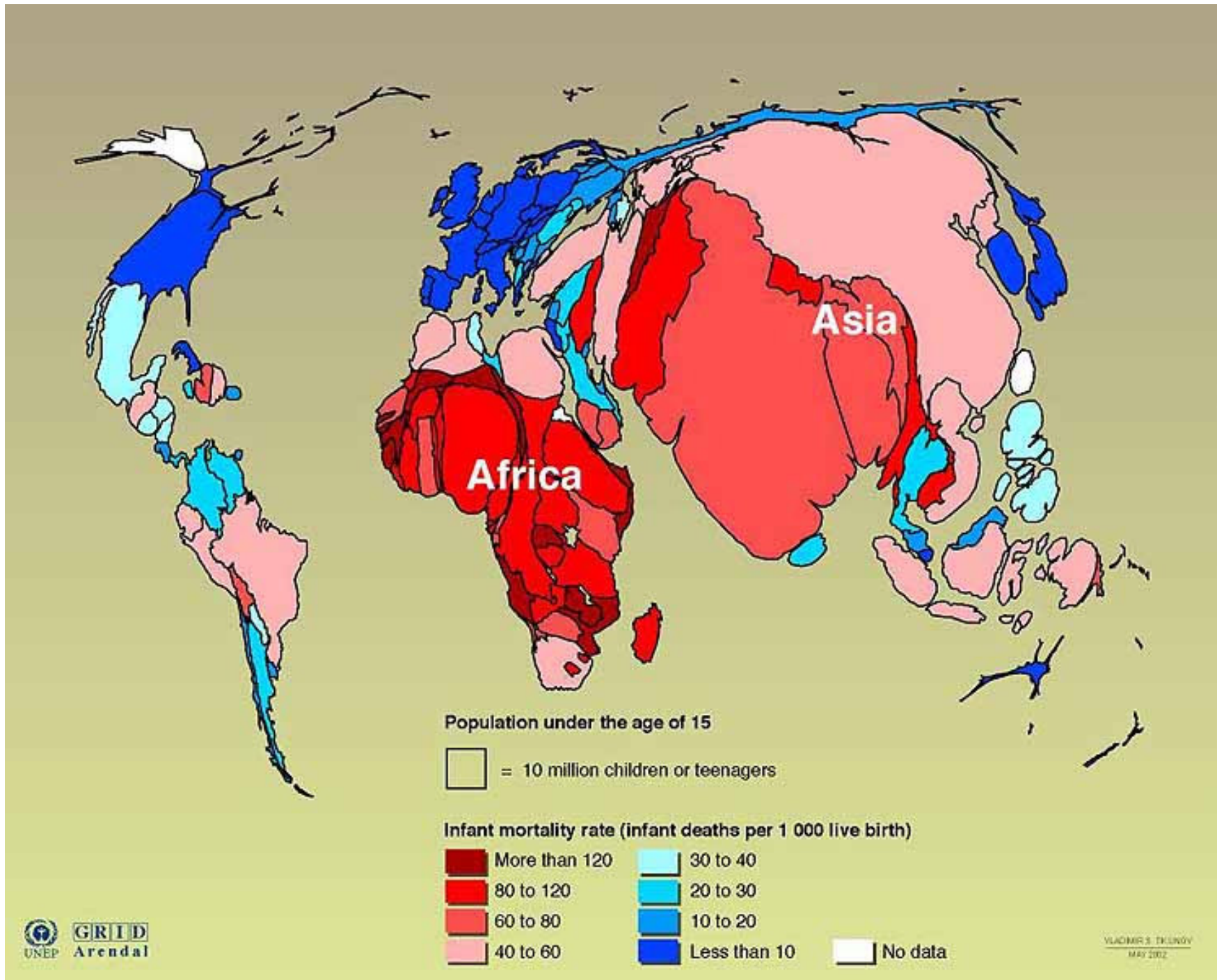
Why Education?

"There are three roads for a career in China: red, yellow and black. Red refers to the government career, and it leads to power. Yellow refers to a business career, and it leads to wealth. Black refers to a career in teaching, and it leads nowhere."

Chinese trainee teacher.

Globalisation

- Let the MNC's decide and the existing tension in the world will increase further
- In developing countries there is an urgent need for elementary education and for a highly trained core equipped to provide leadership.

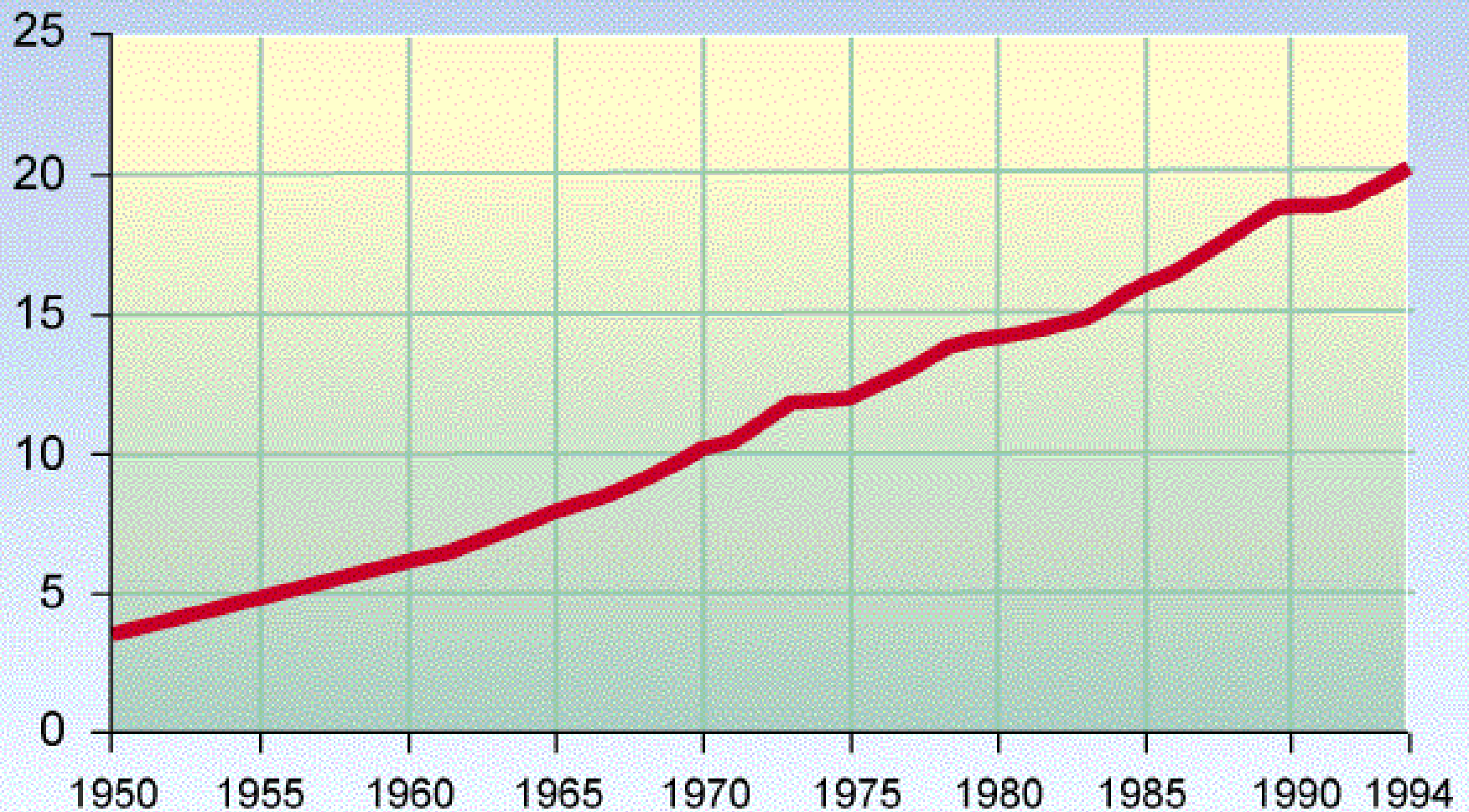


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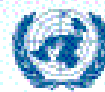
© Ake Björke

Gross world product 1950-1994

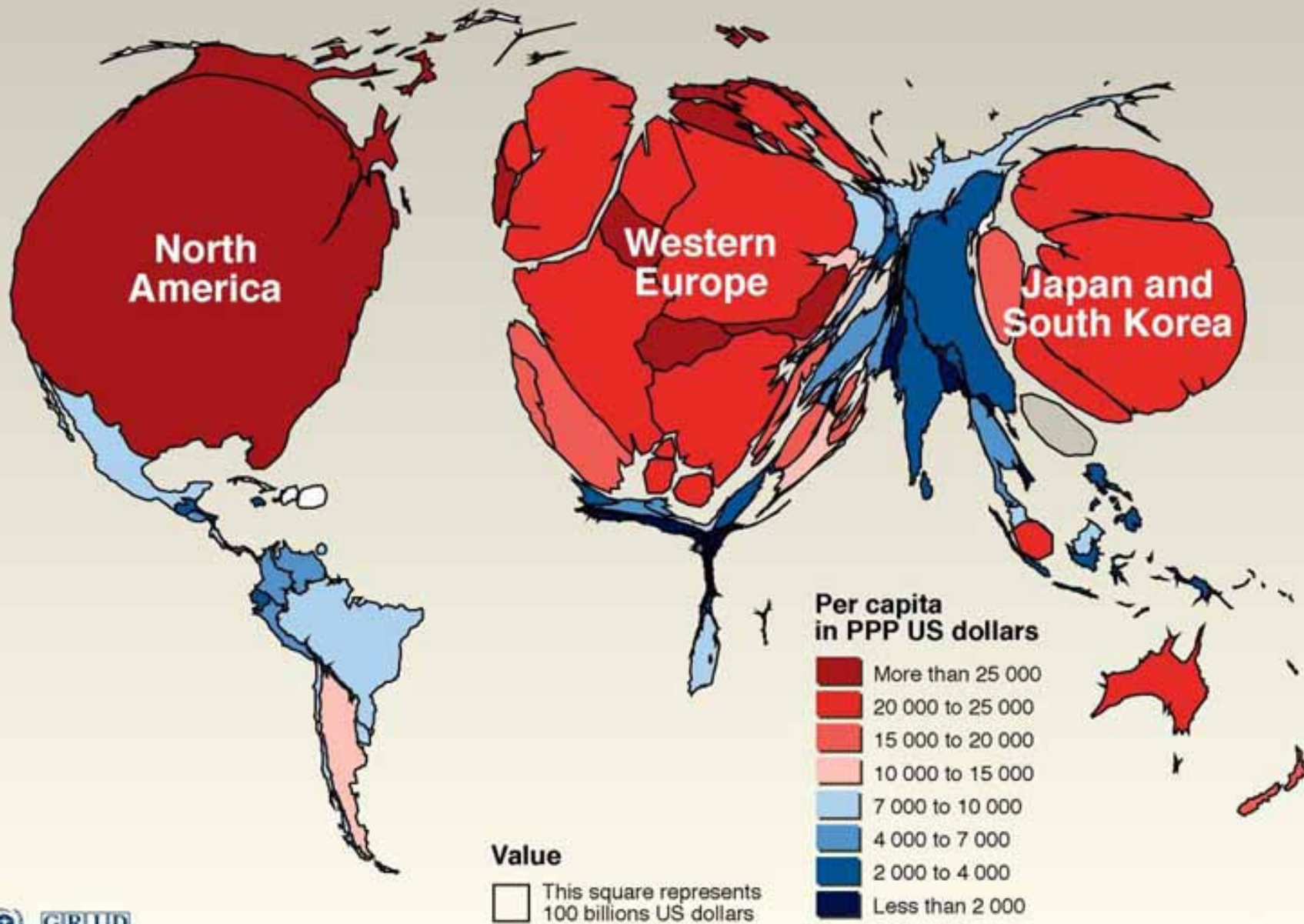
Trillion (1987) dollar



GRID
Arendal



Gross Domestic Product



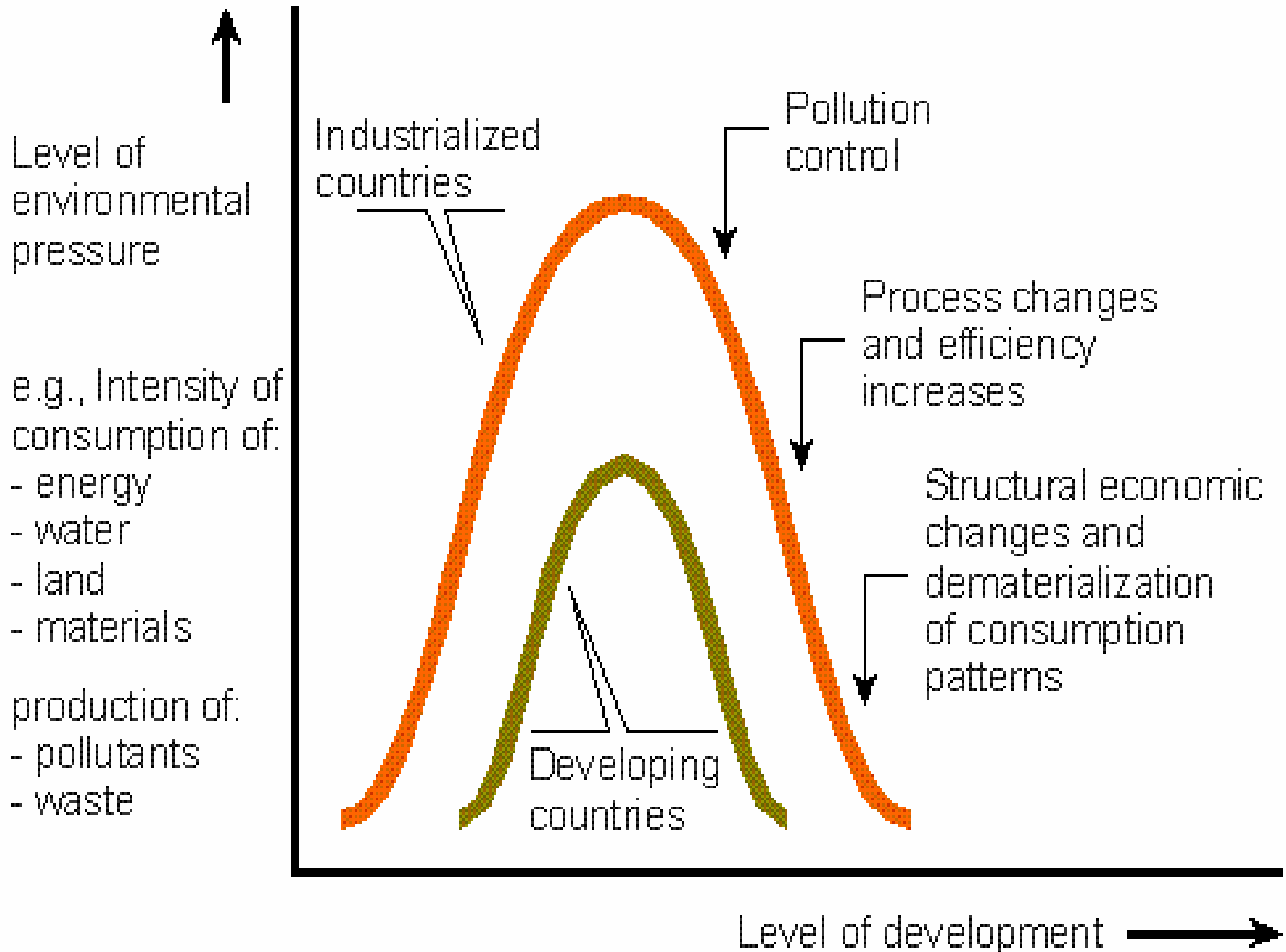


Carlsberg Beer

Carlsberg

嘉士伯啤酒 跨越全球好享受

提高对外开放质量，树立沈阳良好形象！
IMPROVING THE QUALITY OF OPENING UP TO THE OUTSIDE WORLD, CREATING SHENYANG'S NICER LOOKING.



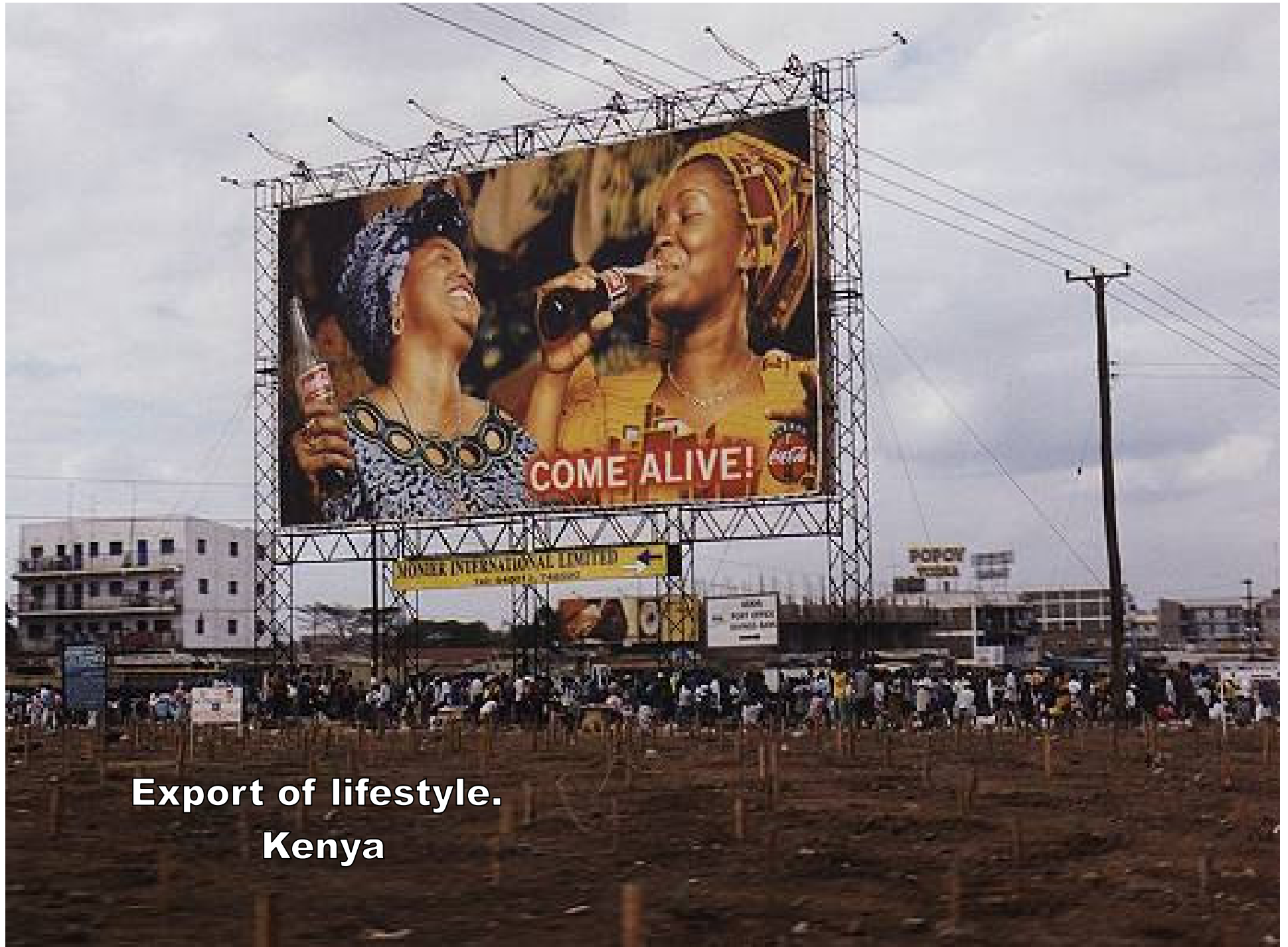
"Thriving markets and human security go hand in hand; without one, we will not have the other."

Kofi Annan, UN Secretary-General

World Bank:

"If a leap forward to a better world for all is to be realized, we simply cannot afford current production, consumption, and distribution patterns much longer"

Environment Matters. World Bank 2003



**Export of lifestyle.
Kenya**

Developing countries - ICT

” The overwhelming majority of developing countries, despite difficulties, problems and fears, seek as far as possible to take part in the formation of the global educational community.”

UNESCO 2002: Open and Distance Learning

Global Virtual University (GVU)

- **online initiative to support sustainable development education at graduate level,**
- **particular objective to meet academic needs of scholars in the developing world.**
- **officially started September 2002 at the WSSD in Johannesburg,**
- **support from the Government of Norway, the United Nations University (UNU) and United Nations Environment Programme (UNEP).**

Global Virtual University (GVU)



UNITED NATIONS
UNIVERSITY

Agder
University
College (AUC)



United Nations
Environment Programme
(UNEP)



**Partner
universities**

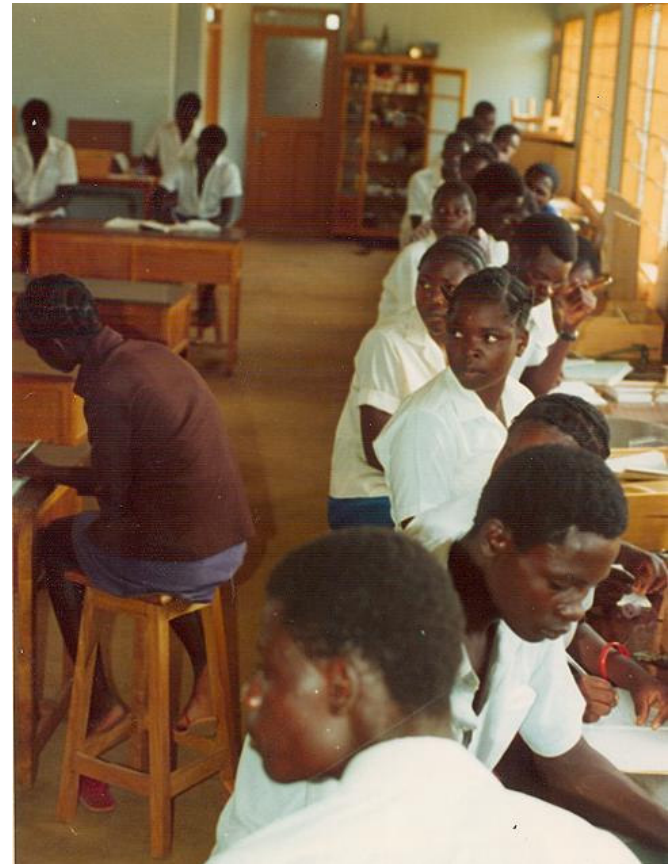
**Global network of partner
Universities & institutions**

The Target group

- Students primarily from developing countries.

Requirements:

- Bachelor degree
- Enrolled at a *GVU* partner university
- Language proficiency
- Relevant working experience
- Commitment to sustainable development



International diploma

- Global Environment and Development Studies (GEDS) an international MSc degree.
- While the final degree will be issued by a partner university, course credits will come from partner institutions.
- GVVU uses the ECTS in order to recognize qualifications
- United Nations University (UNU) the over-all responsible for the programme.

What is special with GEDS?

- Collaborative development of courses by partners in Uganda, South Africa, Ghana, Japan UK and Norway.
- Decentralized delivery of courseware supported by periods of face to face interaction
- International diploma
- Technical solutions and support that bridge the Digital Divide (Internet and Satellite)
- Provision of environmental information from the UN as learning resources
- Part of the UN system

Values:

- The human rights declaration;
- ILO workplace rules;
- Agenda 21; (The Global compact)
- Representative democracy and participation;
- Good governance;
- Legal principles:
 - Legal protection: Equality-, legality-, contradiction;
 - Justice for all;
- Checks and balances of power;
- Transparency and accountability;
- Personal integrity - Anticorruption (Paris declaration).
- Responsibility
- A society of hope

From **the industrial age** to
the information age

The central paradigm shift is
from **“teaching”** and the
control of knowledge to
“learning” and the ability
to synthesise networks of
knowledge

Printing invented 1440 - Gutenberg

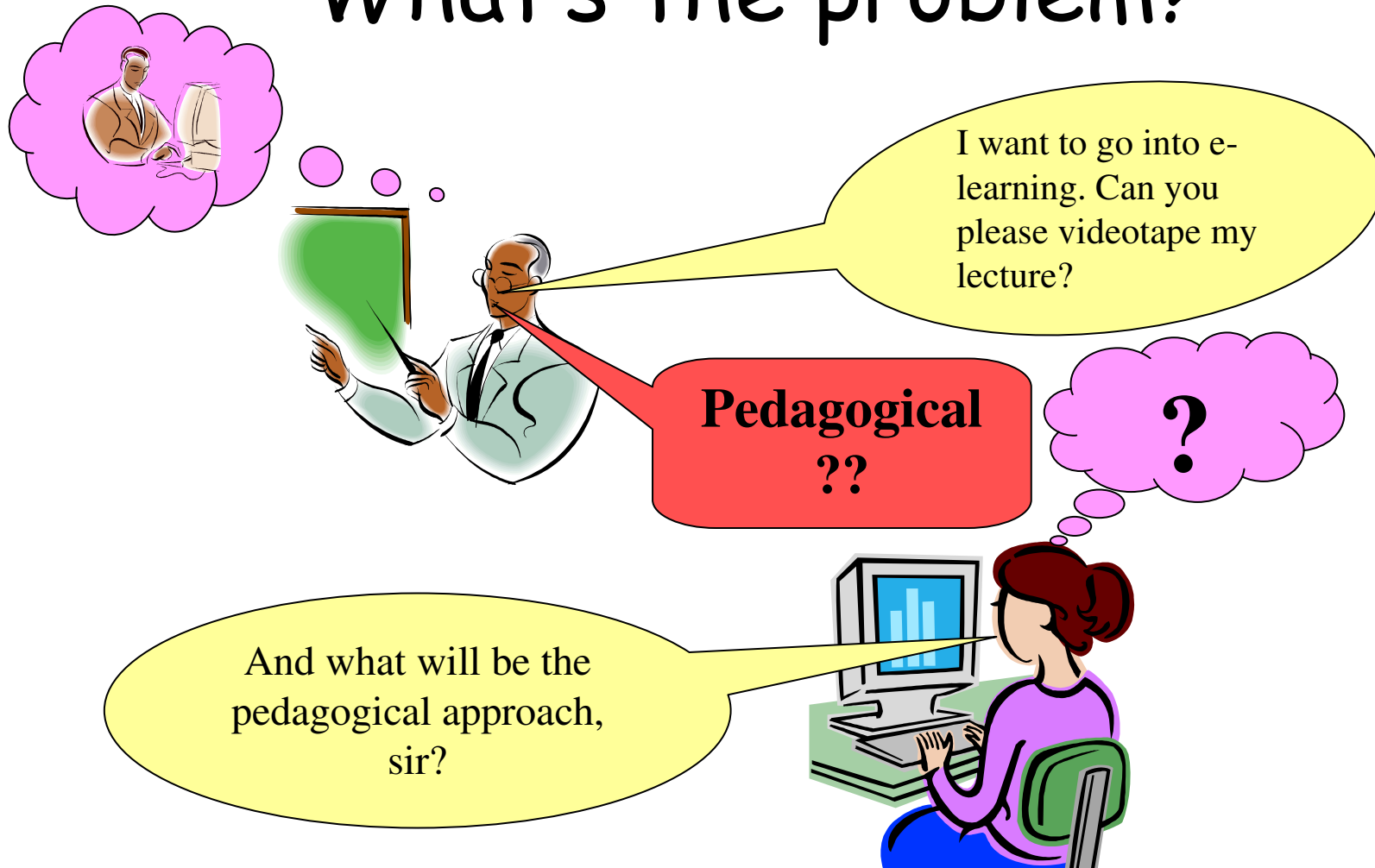


For how long did
monks continue
copying
manuscripts by
hand after this
paradigm shift?

The global driving forces

1. Education sectors increasingly in competitive market-driven environments.
2. Individuals and organisations expect access to new developments in ICT
3. Individuals need to adjust to changes in the workplace and in learning practices.
4. Less state financing
5. Constant work-place reforms to improve work organisations and new technologies
6. Education and industry are increasingly globalised
7. Overseas institutions and industries are aggressively entering national markets

What's the problem?



Ask, Bjørke & Haugen

27Feb04

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Main pedagogical approaches

- **Instructional (Traditional)**
 - Lectures and lessons
- **Constructivist**
 - Construction of knowledge
- **Social constructivist**
 - Collaborative learning (CSCL)

Traditionally, teaching in universities focused on content – what one needs to know in order to understand and advance a particular body of learning.

The professor's role: transfer that content from his own mind to those of the students, with little recognition that the content might change in the process.

Modern technology has made content transfer easier but also more trivial, in much the same way that the printing press rendered obsolete a monk's life long dedication to transferring handwritten knowledge from one manuscript to another.

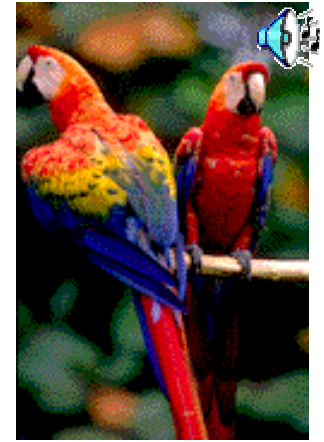
Now it is easy for faculty members to produce all their lecture notes on the internet, in handouts or through multimedia presentations and hence to free up their time for much more individual attention to students.

Ross Paul. Univ. Of Windsor, Canada

Instructional

Focus on:

- Teacher and teaching.
- Dissemination of information from teacher to students.
- Knowledge reproduction and expertise.
- Assessment: Ability to reproduce accurately. (*"The parrot strategy"*)



Constructivist

Focus on:

- The individual student. Each person constructs his own "truth"
- Student responsible for own knowledge
- Teacher is a guide, an expert, offering assistance
- Assessment: Ability to think independently and creatively.
"The creative thinker strategy"



Social constructivist

Focus on:

- Collaborative study groups in interaction with society
- Situated learning
- Assessment: Ability to think independently and act in a group creatively, Practical problem analysis and solving in co-operation with others.
(*"Learning as a social activity strategy"*)



Communities of practice

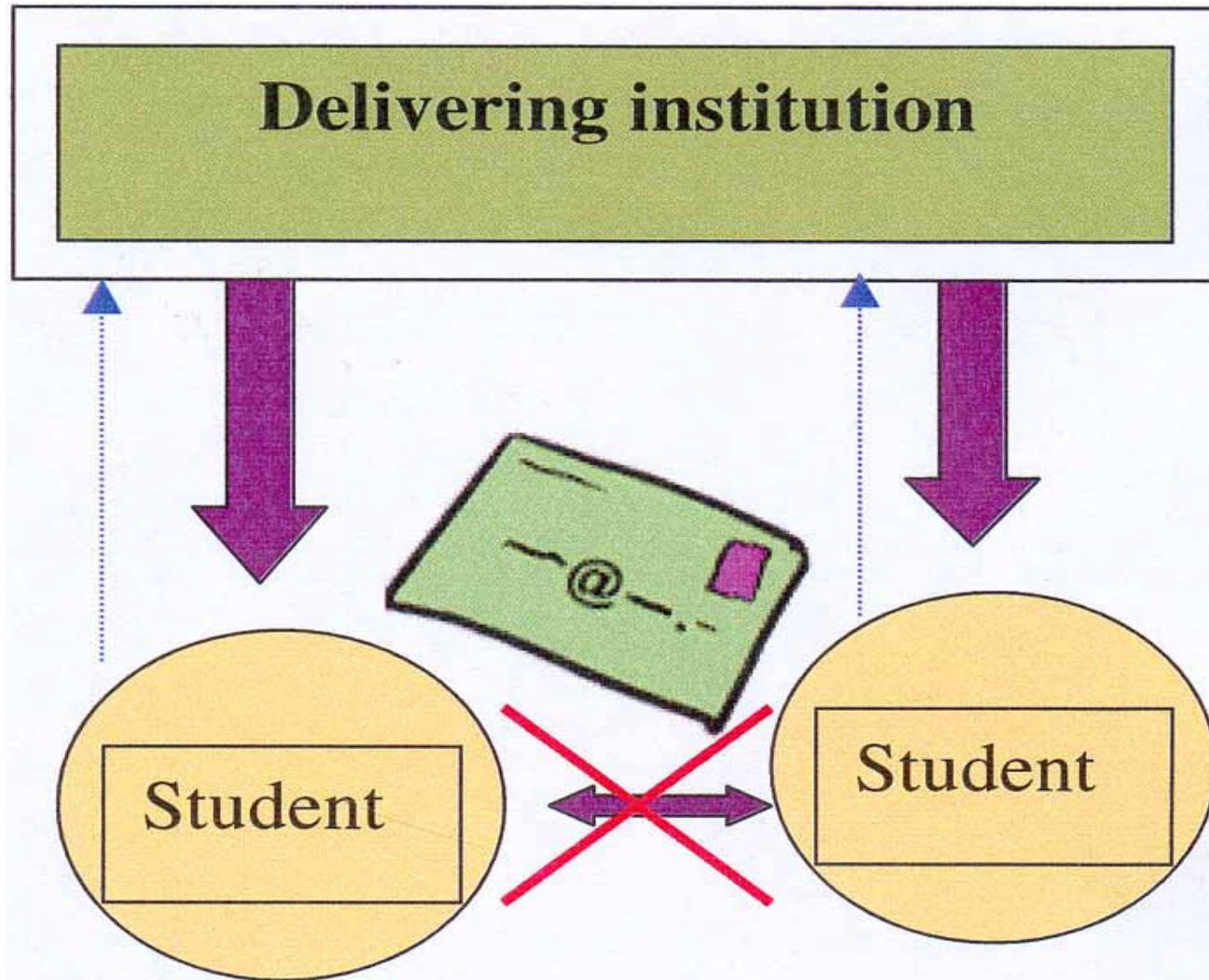
Distributed problem based learning (DPBL)

Constructivist approach, learning how to:

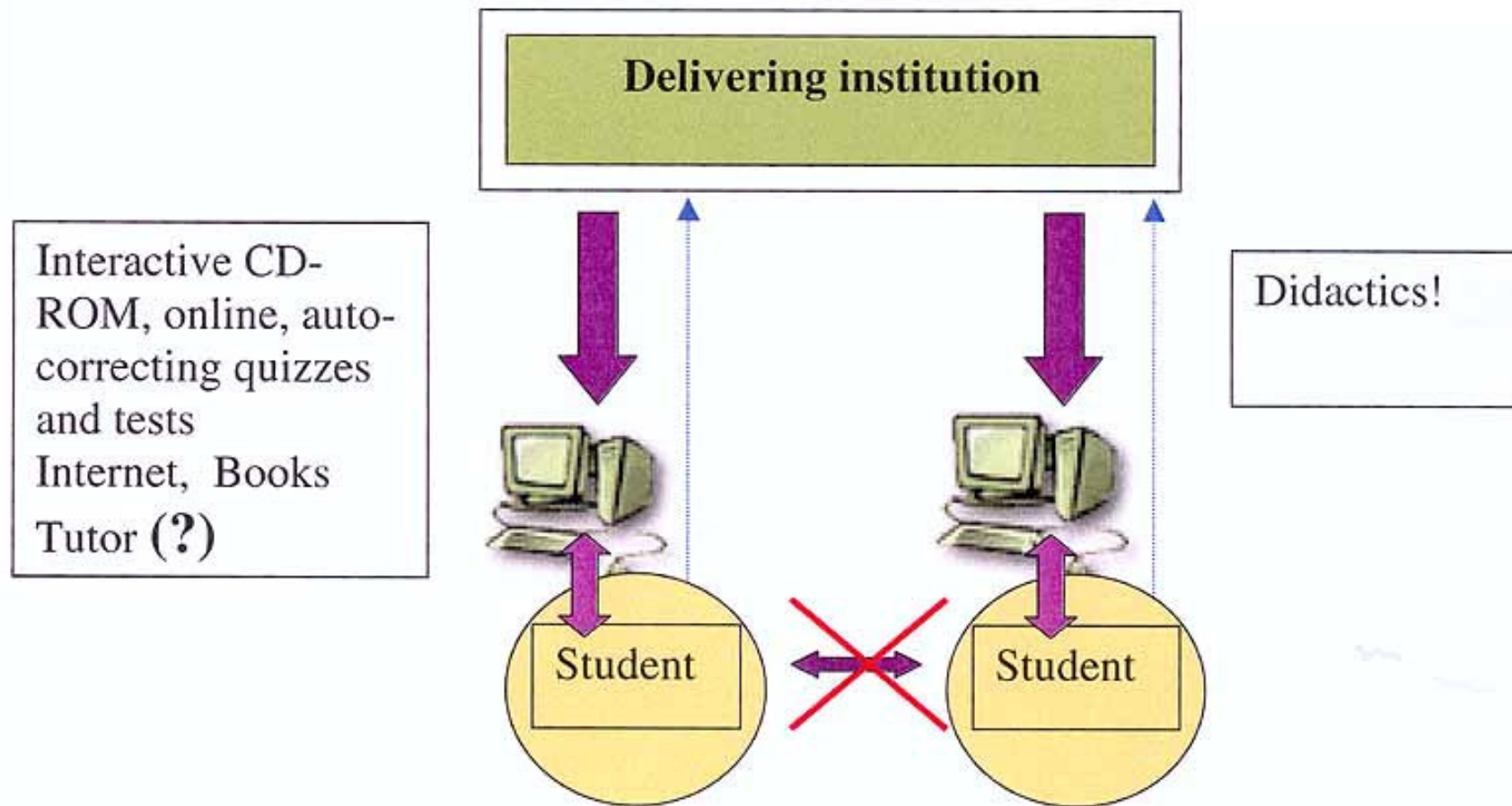
- exchange and share ideas,
- encourage fellow students
- make statements
- give feedback
- - construct new ideas and concepts in cooperation with fellow students



DL; 1st generation: Correspondence school

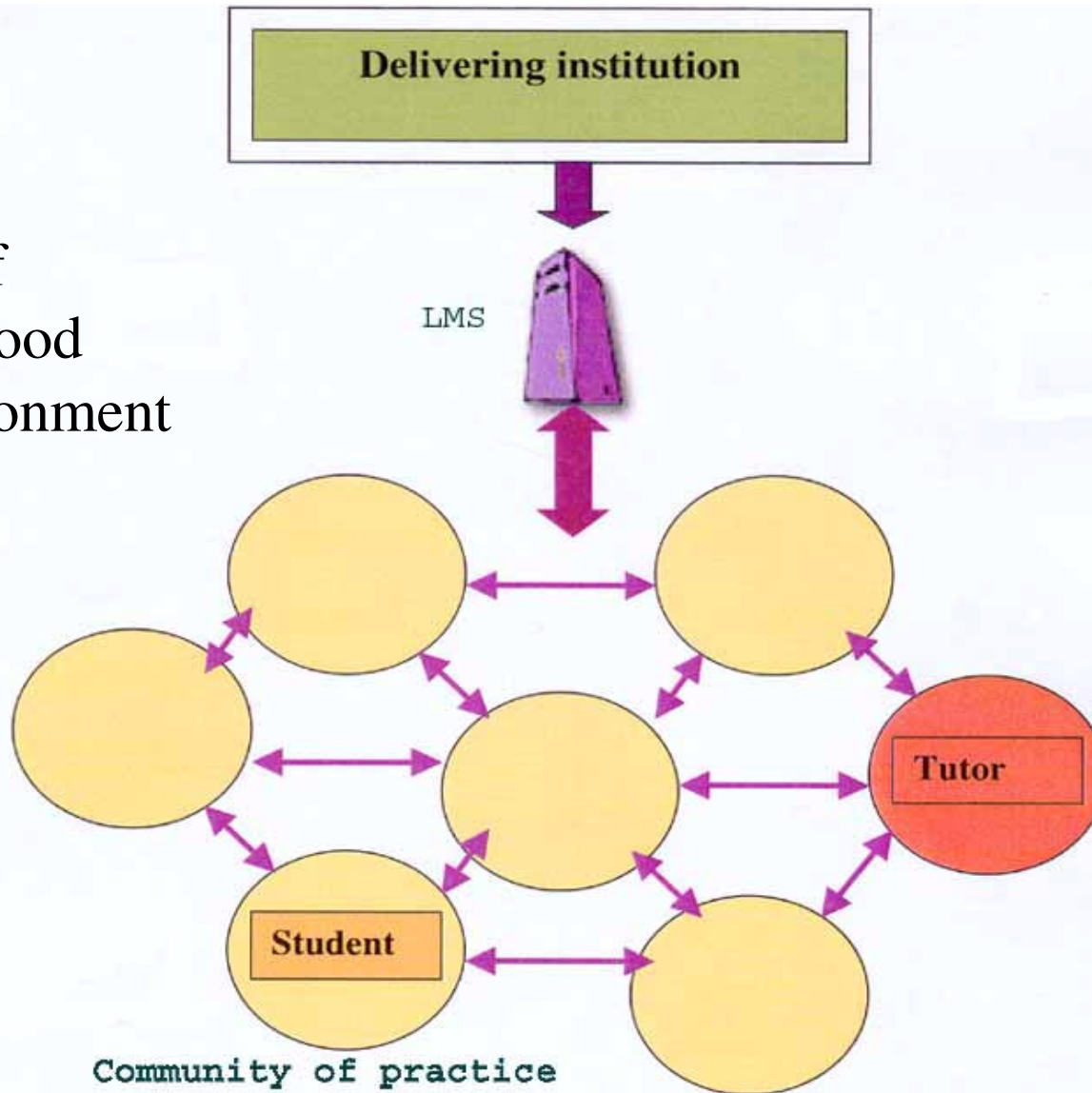


DL; 2nd generation: the Electronic Correspondence school



DL; 3rd generation: Interactive, PBDL, CSCL, dual-mode

Community of
practice in a good
learning environment



Experience from Uganda

Makerere workshop 2003:

- Established system for collaborative conversion of existing lecture-based, on-campus course to a dual-mode social constructivist course.
- Focus shift from teaching to learning
- Learning a social activity: CSCL
- Comprehensive study guide with clear aims, concrete objectives, time planner, cut-off dates, challenges, problems, cases, student activities and "TMAs".

Participants

- Four professors with different subject specialisation from Makerere university.
- Two ICT/e-learning professors from GVV
- The subject content, e.g. Demography, presented by professor.
- Collaboration in building up a study guide
- The result could only have been achieved through this collaboration

E-course development

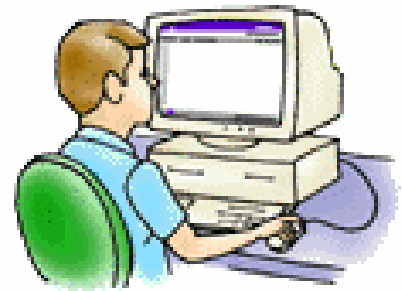
"A web-based course is developed through the efforts of a team of professionals with a complementary range of skills, as opposed to classical course design, which is typically developed by faculty alone."

UNESCO, 2002: Open and distance learning

Constructing e-courses



1. Decide content
2. Decide pedagogical approach
3. Define clear aims, objectives and sub-objectives for program and modules
4. Define desired graduate qualities, attitudes and skills
5. Prepare tasks and activities that meet the objectives
6. Divide content in study blocks, with objectives, subobjectives and activities and estimate time needed for each
7. Map learning-enhancing resources for each study block
8. Write study guide



Assessment systems

- Continuous production of knowledge, i.e. process evaluation
 - student folders / personal website
 - workshops
 - F2F sessions
 - Virtual, synchronous meetings; chats
 - Group folders in LMS
- Product evaluation:
 - Exams; on-line, home or in class; group/individual
 - Presentation folder (portfolio, on web or CD)

Learning resources

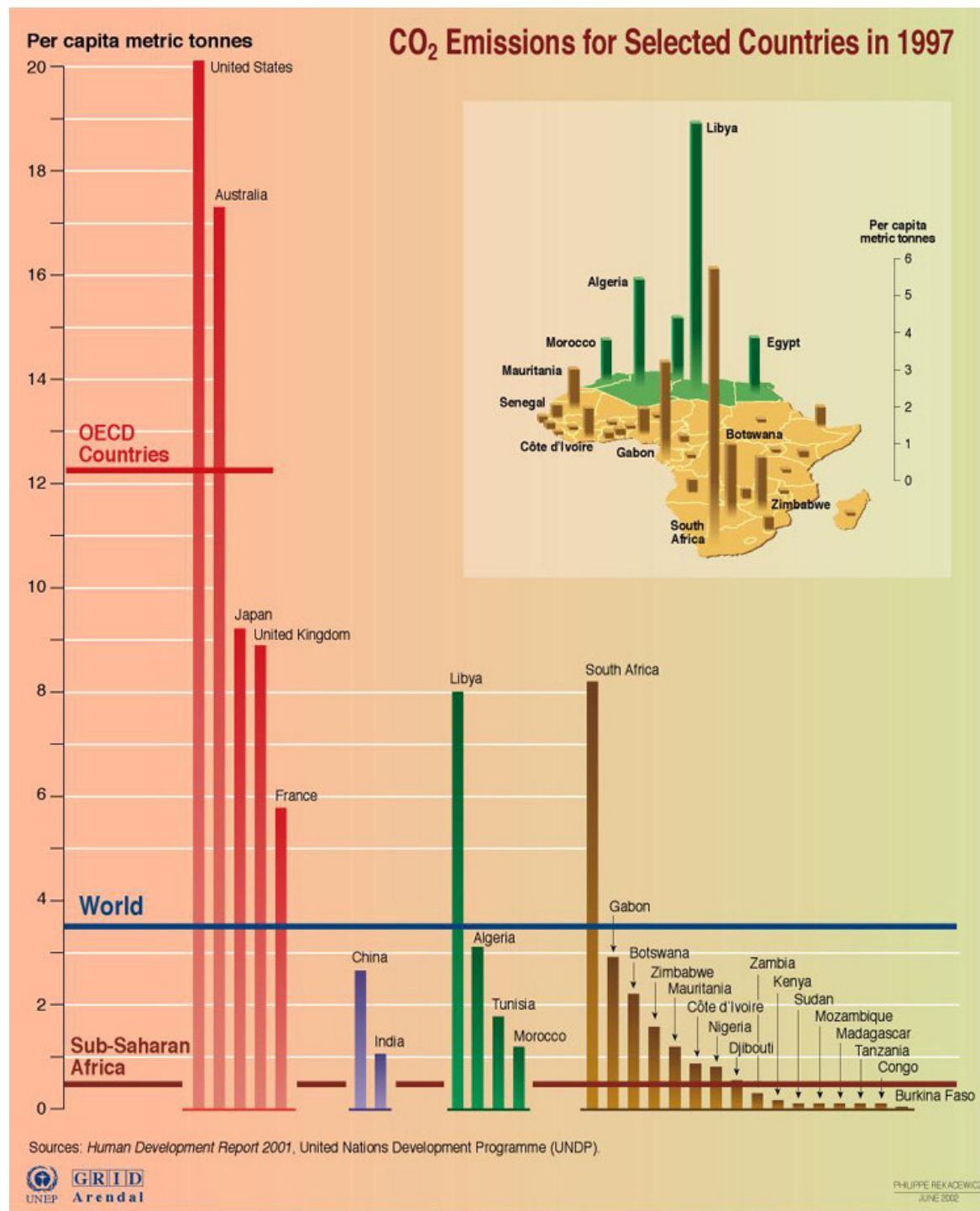
The partner institutions cooperate in making learning resources available to the network:

- Learning objects such as:
 - Short self-instructional courses e.g. *"Crash Course in the Greenhouse Effect and Climate Change"*,
 - Graphics, animations and Ppt's
 - Short on-line lectures
- Scientific papers
- Interactive maps with statistics, such as globalis.no



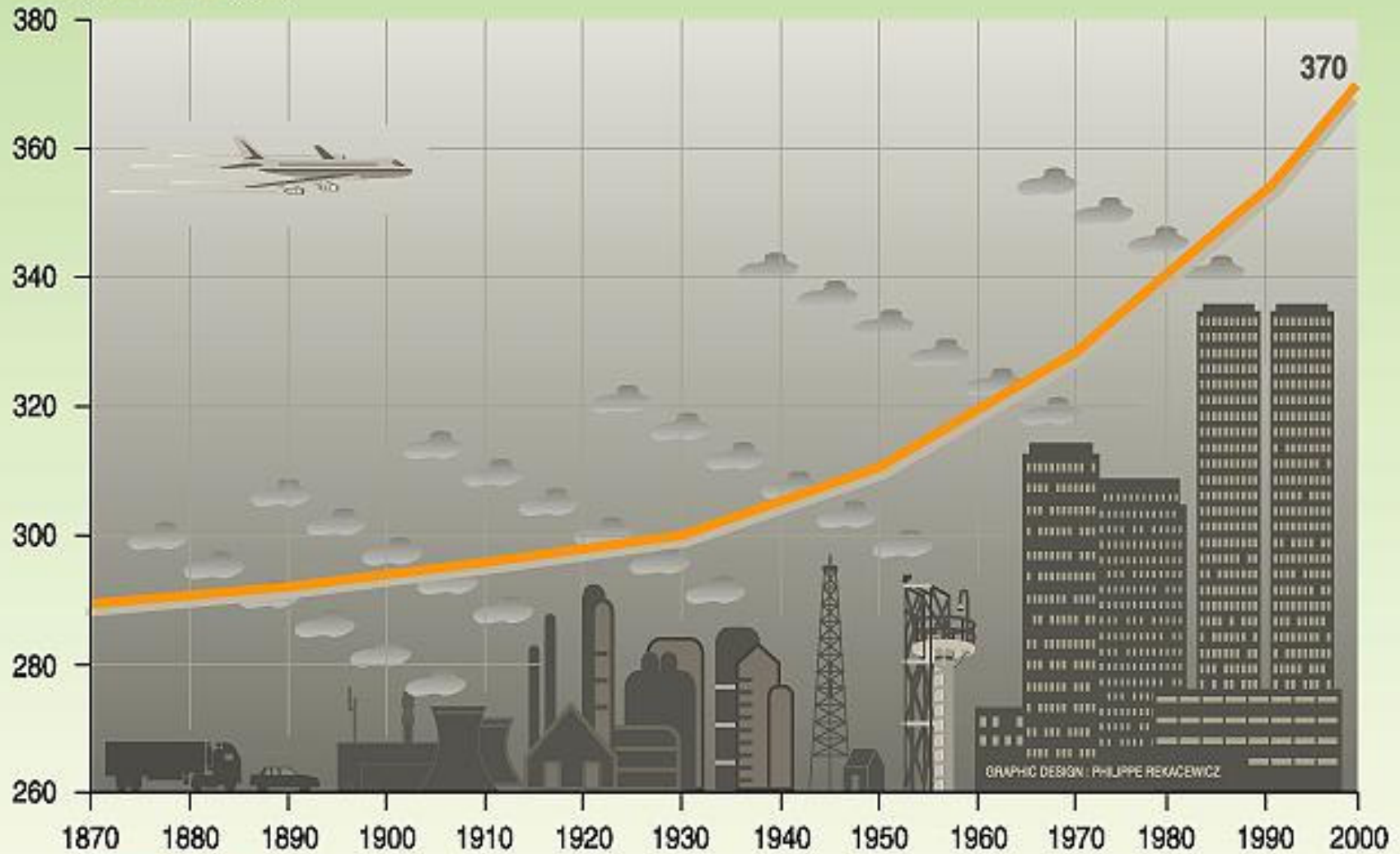
Example of a learning resources:

A "learning loop" of graphics.



Global atmospheric concentration of CO₂

Parts per million (ppm)

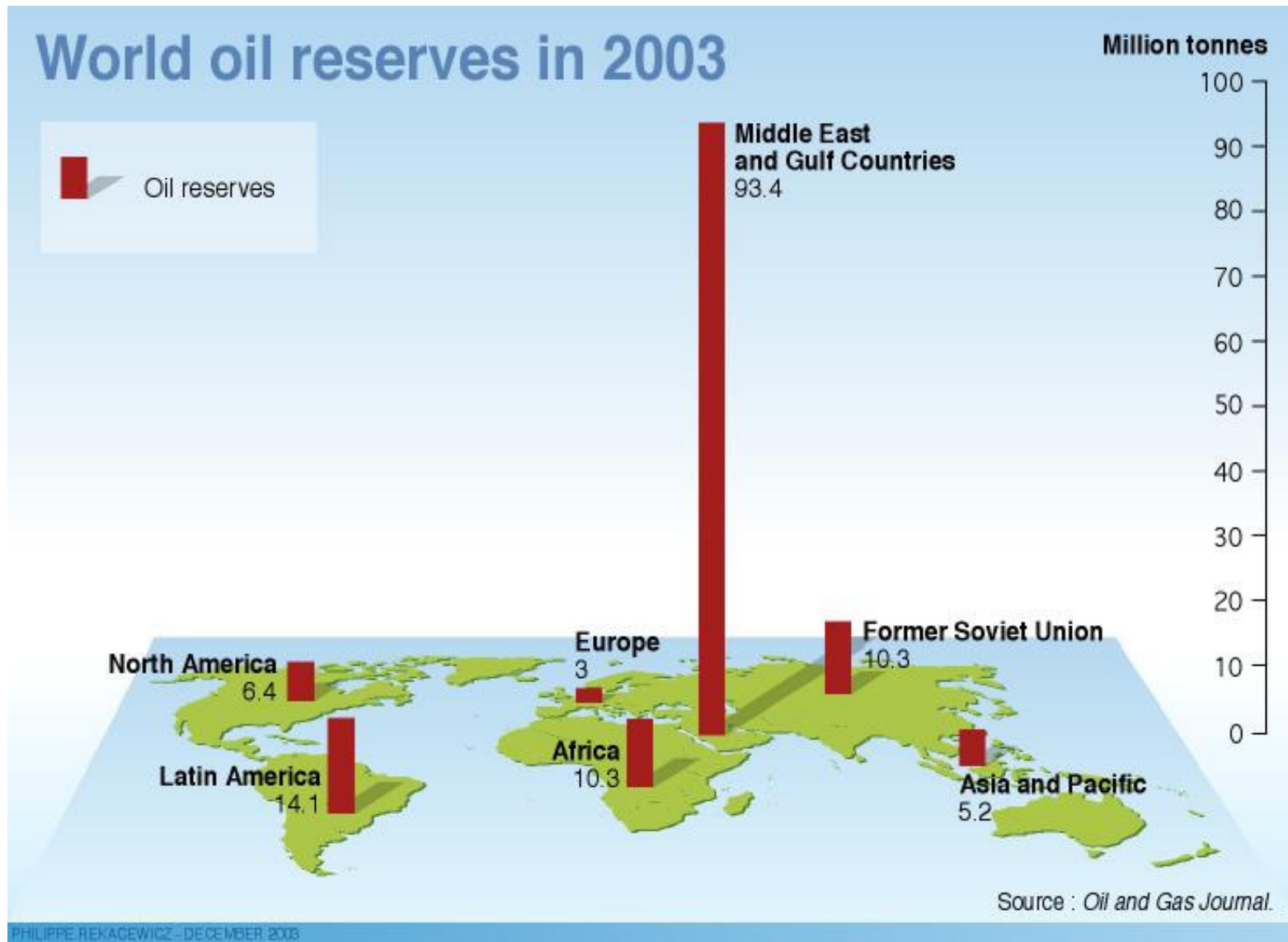


GRID
Arendal UNEP

Sources: TP Whorf Scripps, Mauna Loa Observatory, Hawaii, institution of oceanography (SIO), university of California La Jolla, California, United States, 1999

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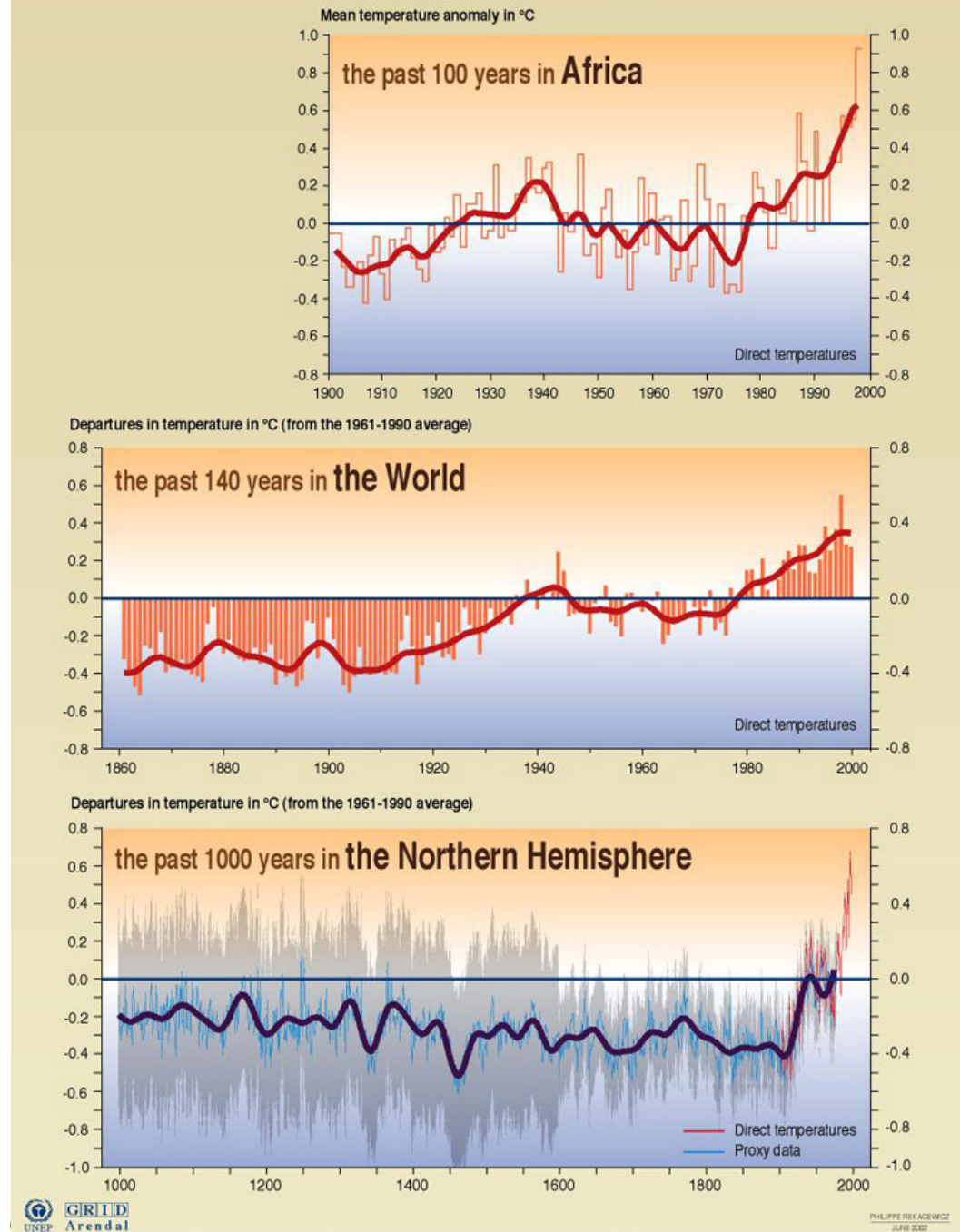
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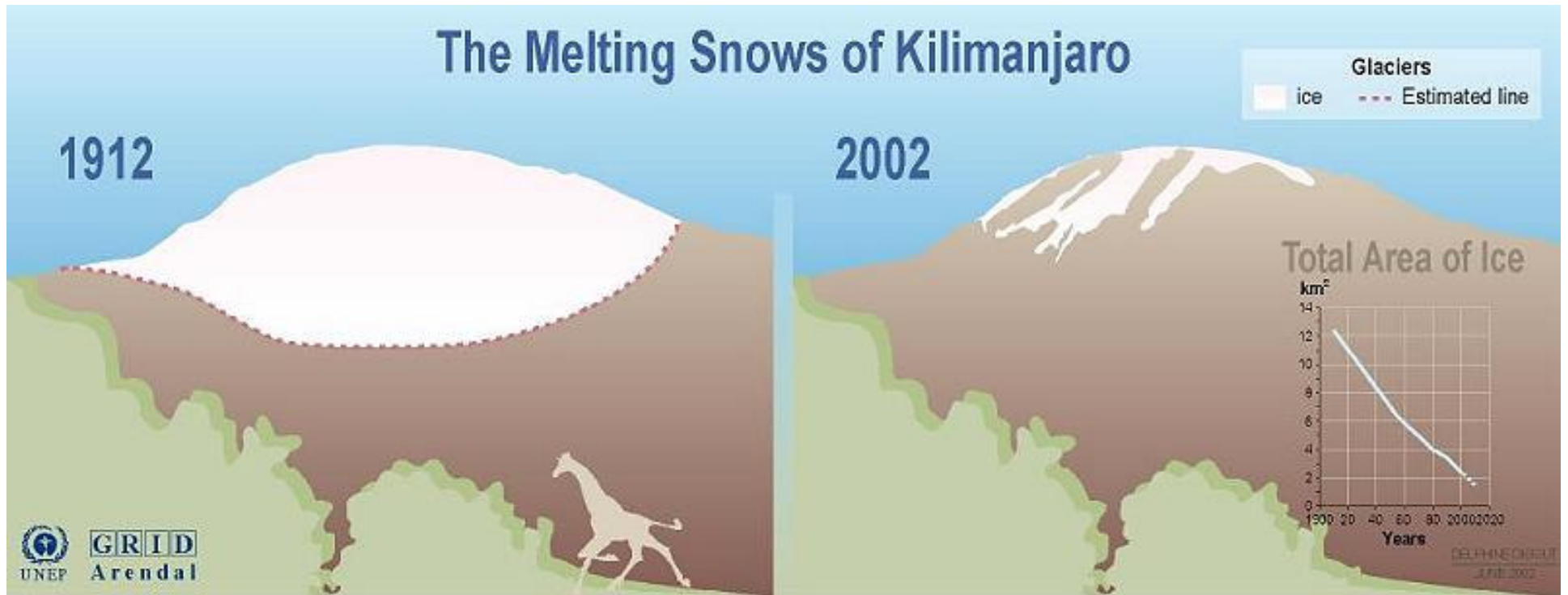


When oil reserves elsewhere run out, and demand increases; the present energy policy means a rapidly increasing massive capital transfer from the West to certain regimes in the Middle East (and to the companies controlling the oil wells) - In whose interest?

Is it realistic to expect atmosphere to serve as a garbage dump for 2-3 centuries without any consequence?

Variations of the Earth's Surface Temperature for...





Sources: Meeting of the American Association for the Advancement of Science (AAAS), February 2001 ; Earthobservatory.nasa.gov.

Learning objects: graphics, videos, self-instructional on-line courses

Online communication

- E-mail
- Asynchronous (threaded) discussions and conferencing through an LMS
- Uploading of documents and files to a common platform/archive in the LMS
- Synchronous communication possibility



Incentives

Necessary to establish good systems for economic incentives to producers of

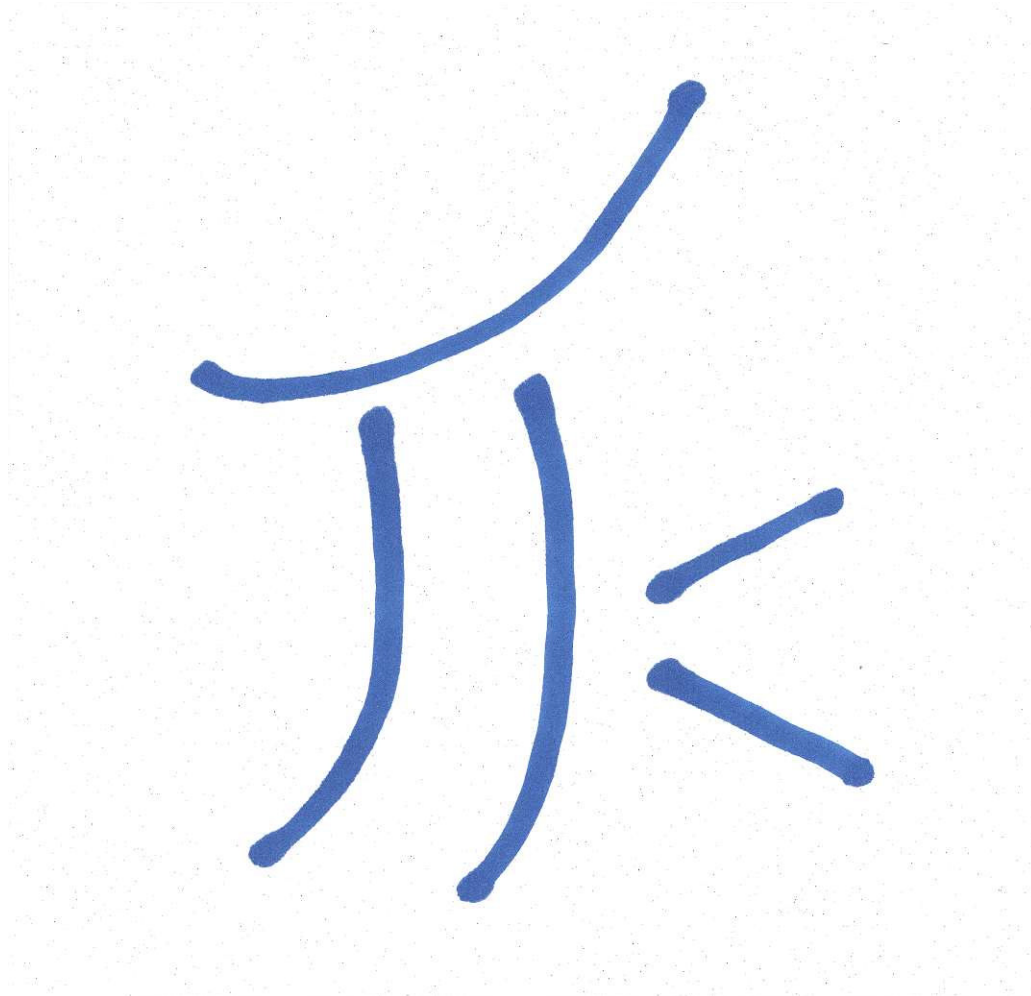
- courses
- learning resources

Continous training of global network of tutors and good remuneration.



Career in teaching?

- Can be fun
- Means lifelong learning
- Can bring you and your students into a global partnership
- Can be rewarding
- Can make you a local resource person
- Enables you to bring values and ethics into education
- Can change people's life



2. Ethical Challenges

Working with a staged plan in value-based education. *Henk Goovaerts, Dean of the Faculty for Social Work and Special Education, Association Katholieke Universiteit Leuven, Belgium*

At the core of every action undertaken there must be awareness that we do so as political consumers. The realisation of the competencies that define us as active individual consumer-citizens depends on a whole range of motivations. They may be different for each individual, even if the same or similar activities are undertaken. The motivations, goals and consequences of the actions should not be based on social-economic and political cravings only, the ethical parameter also must play an important part in any decision-making process.

It is typical for generic and specific ethical assessments to include a “humane” approach in answering the question how the ethical quality of life of all and the society will be involved and influenced by individual action. The awareness of this creates dedicated consumer citizens.

People tend to experience difficulties facing evaluation processes. They often lack the broader, collective, context and they don't realise that the personal intentions, expectations and actions not only have consequences for them personally, but also for others and society. It is not easy to initiate a constant awareness process and become a dedicated consumer-citizen since an individual person is very much influenced by the own emotional and rational arguments that sufficient emotional distance can be created so as to reach a decision which is both good for the individual and the society. A method is needed to teach ethical decision-making and the follow-up assessment of the whole decision making process.

A four-stage procedure will be discussed which ends with the process evaluation of the decision making, the method followed and the final decision itself.

The method creates an awareness process in which an individual becomes answerable for his actions, where he is required to explicitly define and justify the individual and professional options and choices, something which often remains unspoken or undeclared. The method gives clear indications and explanations of how the personal freedom and responsibilities became part of the equation leading to the exploration of alternatives. It is a method that allows for individual decisions, however, against a permanent backdrop of collectivity and calling for deliberation and discussion.

The stages in any ethically sound decision-making process so as to be a dedicated consumer-citizen are therefore: exploring the situation, defining alternative solutions, reaching a dedicated decision and finally evaluating not only the decision, but also the process leading to it and the individual and collective consequences it carries.

The educational process and standards creation in relation to lifestyle of the 21st century. *Nadezda Klabusayova and Marie Mikusova, Technical University of Ostrava, The Czech Republic*

Typical for the lifestyle of the 21st century is the quality of products, processes and resources, the quality of life environment care and people health and safeness, as the quality of citizen life itself. One of the latest present trend, which is holdfasted in ISO norm series 9000 : 2000, is orientation on processes. Very important region, which will support above mentioned, is educational process.

In the introduction the paper thinks of the qualification and reliability of educational process. The pedagogue must be certain of the care from organization aspects, student must have trust

in the quality of educational action product and public must be in the conviction about doing the right way, quality, transparency and future.

Educational process is characterized by two groups: educational organization and her labourers and students. The participants of educational process further can backward work upon the life style creation and filling, its quality and attributes. In this phase there is indispensable the cooperation with those, who have executive authority close to standards creation and influence by critical way the life style. Unfortunately there is often interfered with misunderstanding and resistance to changes. The poise of this authority is possible freely to classify on liberal, paternalistic and democratic.

After emphasis the meaning of ISO norm presentment contribution watches three each other connection lines:

The position of pedagogue - adjustment for life, the creation of sense quality awareness, the instillation of quality fundamentals.

The position of student - reference to standards creation, appreciation the role of consumer, voluntary engagement into the care of social, social and ecological question.

The position of enterprise, executive body, etc. - their willingness to accept the requirements raise with consumers, so those, who stand outside enterprise, proper organ and others.

Consumption in everyday life - a question of ethical challenges and responsible action?

Jörgen Juul Jensen, Suhr's University College & Jette Benn, The Danish University of Education, Denmark, Margaret Jepson, Liverpool University, England

Households and individuals are consumer decision making units in the civil society.

Consumption is both a way to construct meaning for individuals and families and a fundamental need in the household. Furthermore consumption has huge consequences for health and environment and raises a wide range of dilemmas in everyday life. These dilemmas must be discussed in consumer education.

The aim of consumer education has mainly been to teach and educate students to act as informed and rational consumers. This perception of consumption as reasoned behaviour or action is inadequate in a reflective modern society, where consumerism is first and foremost characterised by globalisation, cultural change and the liberation of the individual.

Institutional consumer education stands in contrast to informal consumer socialisation and the education of individuals. The aim of formal consumer education may be described as 'educating for critical consumer awareness and action competence', but consumer education is located in the field between 'consumership' and 'citizenship'.

The presentation deals with perspectives and discussions upon the following questions

- How is it possibly to understand production and consumption regarding to households, families and individuals?
- How does the responsibility emerging from the role as households influence on the understanding of consumption at the market?
- Which ethical challenges do the family and individual have to cope with?
- How can formal consumer education contribute to a broader understanding of consumerism and raise critical awareness and responsible action, as consumption is related to health and environment?
- Which educational questions do consumer education raise – consequences for practice?

Values and their meaning in the formation of a consumer's life style. *Liga Danilanae, Rezekne Higher Education Institution, Latvia*

In Latvia in the 1990's as in all post-socialist countries there were observed changes in the economic as well as social sphere. Slowly but inevitably human's value system changes too. The change of values is closely related to the conditions in economy. Countries experiencing rapid economic changes also face more rapid and contradictory changes in the value system. It is proved by the data of many surveys obtained in Latvia during the last years. These data show that people's opinions about values are very contradictory and that it is quite difficult to speak about definite tendencies in values change. Periodical changes in social order and prevailing views in the society of Latvia have not let any generation develop and bring up the next generation in a stable system of social norms and values.

The research is based on the analysis of the essence of values from the point of view of various scientists and consumer culture. Regarding it there was conducted an experiment among the prospective teachers of art and craft and basics of economics at Rezekne Higher Education Institution

The good life, wealth and health - What does well being mean for you? *Luisa Ferreira da Silva, Universidade, Portugal*

Portugal during the last 25 years has crossed a period of modernisation with the public emergence of concepts such as health, environment and healthy life. The life expectancy has improved with remission of mortality taxes. Modernisation as also affected the main causes of death and illness that are now more connected with modern life - food and sedentary style of life, mainly.

We have conducted 70 interviews with adult people (25-75 years old) in the north of Portugal (urban and rural) with the aim of understanding their daily way of relating to the concepts of well-being and healthy-life. Are these notions present in their day-to-day practices? Where and how are they influencing their lives? Which are the rationalities that support their views about life, risk and ageing? How do people integrate the information "for health and healthy long life" with their other preoccupations? How do they decide about priorities?

This paper will present the conception of good life between Portuguese people taking in account their social diversity (gender, age, family status and socio-economic insertion).

Consumer citizenship for life quality in Latvia, *Vija Dislere, Assoc.prof, Latvia University of Agriculture, Latvia*

The paper will deal with understanding the European concept of consumer citizenship in Latvia. What are the existent attitudes of society towards consumer rights and responsibilities. What are the criteria of life quality and its adaptation for analyzing local social processes. The paper will also provide an analysis of consumer science study programs in higher education level and further education. How does research about consumer education made in the Institute of Education and Home Economics influence life quality? Latvian society's awareness within consumer education is insufficient, except on the higher educational level and amongst professionals working in consumer education field, but it is necessary to strengthen the conceptual initiation of consumer citizenship in Latvia.

Personal responsibility for ethical consumption. A challenge to education for winning the sustainable future. *Fani Uzunova and Kiril Georgiev, Technical University of Varna, Bulgaria*

Undoubtedly, the behavior of every man is guided by his/her needs. Not so much by the needs themselves, however, as by their hierarchy. The newly-born child has only necessities and instincts, but not needs. It is a potential human being that becomes a person only if at least one person is next to it. The influences of other people are precisely what turn necessities into conscious needs, add new ones and 'set in order' all needs according to their importance for the individual, i.e. they define the first value system. Later in life this system changes due to personal experiences and developments, but human behavior is always a result of choices made on the basis of values. So it is possible to say that, being a system of criteria for choosing the behavior, the current value system is a personal ideal for the 'quality of life' or 'good life' as well. Consumer behavior, as all other choices, is also a result of personal values. But if the 'quality of life' is an ideal or ultimate value, there are instrumental values as well. They are criteria for choosing the ways of achieving goals. Personal responsibility for ethical or sustainable consumption is stemming from those values, which as ultimate values, are consequences of learning and education. So, if we need Sustainable Future, we need family and school education entirely oriented towards Sustainable Values. This poses a problem especially in less developed countries like Bulgaria where the concept of such education is totally missing and such way of thinking is just starting to appear.

The new consumer status and modern *e u r o* consumerism

Dipl.Eng Jarmila TKACIKOVA, PhD., Ass. Prof. Pavel HRASKO, PhD.,

The topic of the congress paper is aiming into new platform of *e u r o* consumerism. It is created as authorized university concept, using the ethical consumerism dilemma as a challenge. Modern concept of *e u r o* consumerism is design through models, based on the new status and relevant role-playing of consumers in modern *e u r o* consumer citizenship society.

Changes, challenges, added value and sustainability are the new values for the modern consumers applications. Based on authorized platform, described before, modern consumer communication is documented now through the euro consumer research, connected with applied research of Association of Slovak consumers, supported with learning cases.

2. Ethical challenges and consumer citizenship

Working with a staged plan in value-based education

Henk Goovaerts

Faculty for Social Work and Special Education

Katholieke Hogeschool Limburg (Association Katholieke Universiteit Leuven)

Belgium

At the core of every action undertaken there must be awareness that we do so as political consumers. The realisation of the competencies that define us as active individual consumer-citizens depends on a whole range of motivations. They may be different for each individual, even if the same or similar activities are undertaken. The motivations, goals and consequences of the actions should not be based on social-economic and political cravings only, the ethical parameter also must play an important part in any decision-making process.

It is typical for generic and specific ethical assessments to include a “humane” approach in answering the question how the ethical quality of life of all and the society will be involved and influenced by individual action. The awareness of this creates dedicated consumer citizens.

People tend to experience difficulties facing evaluation processes. They often lack the broader, collective, context and they don't realise that the personal intentions, expectations and actions not only have consequences for them personally, but also for others and society. It is not easy to initiate a constant awareness process and become a dedicated consumer-citizen since an individual person is very much influenced by the own emotional and rational arguments that sufficient emotional distance can be created so as to reach a decision which is both good for the individual and the society. A method is needed to teach ethical decision-making and the follow-up assessment of the whole decision making process.

A four-stage procedure will be discussed which ends with the process evaluation of the decision making, the method followed and the final decision itself.

The method creates an awareness process in which an individual becomes answerable for his actions, where he is required to explicitly define and justify the individual and professional options and choices, something which often remains unspoken or undeclared. The method gives clear indications and explanations of how the personal freedom and responsibilities became part of the equation leading to the exploration of alternatives. It is a method that allows for individual decisions, however, against a permanent backdrop of collectivity and calling for deliberation and discussion.

The stages in any ethically sound decision-making process so as to be a dedicated consumer-citizen are therefore: exploring the situation, defining alternative solutions, reaching a dedicated decision and finally evaluating not only the decision, but also the process leading to it and the individual and collective consequences it carries.

In the field of social care work the ethical question should be an obvious part of the discussion. In my every day teaching, however, I notice two things:

1. students have difficulty to define the ethical angle next to an emotional and rational evaluation,
2. if they succeed to bring their discussion to an ethical level, they will persist in a dilemma discussion.

In order to upgrade the discussion, the students are given the task of reflecting on cases in groups. Quite soon two camps will emerge, namely those who are resolutely in favour and those who choose to be against. Several advantages and disadvantages are considered and one group often tries hard to convince the other that they are right. I often see students getting stuck in this dilemma: they often only give one or two options, to be quickly brought back to the essence of the problem by the others: the choice between right or wrong.

Apparently, students seem to have some difficulty in exploring problems in a broader context and in realising that their solutions sometimes have more to do with their own intentions and expectations. Nor do the students succeed in distancing themselves from the problem in order to find alternatives, because they often mix emotional arguments with rational ones. Later, after having studied with them the staged plan, I ask the students to look at the problem again, and this produces quite a number of surprising analyses.

Using a staged plan

Several authors formulated instructions on the steps to take in order to arrive at a process to come to a well-balanced opinion and a sound decision. This process typically involves asking oneself a number of important questions the answers to which are needed before any decision can be made. To take the all important factors into account, you have to answer the questions one by one. Such a staged plan or scheme is a practical aid and does not automatically provide standard solutions. It prevents rushing into things or doing things which later will be regretted. Such a scheme forces people to stop and strip the problems they are emotionally involved in of their tension, by systematically analysing them and looking at them from different angles.

Moreover, with the scheme, you can explain to others why you have come to certain conclusions and made that specific decision and not another. It enables a person to become answerable to himself for his own actions. People are explicitly required to translate their decision making process into words and to justify a number of choices they usually make from a personal or professional point of view, because these justifications often remain unspoken.

Putting your rationale in words will give a clear indication of how you have handled your freedom and responsibility. At the same time, a staged plan such as this also offers a structure in which decisions are made together with other people, because in a work environment important decisions are not made by a single person, but rather by a team. And this will take quite a lot of deliberation and discussion.

I would suggest a four-stage plan covering the process and ending in the assessment of the whole process. The staged scheme presented below is based on several other staged plans that can be found in the literature, including those of Ebskamp and Kroon (1990), De Jonghe (1995) and especially Houdart (1997).

All in all, the staged plan I will present here is similar to the one Houdart describes. However, in my rendering of the four-stage plan, I put more emphasis on the alternatives, and within these alternatives, the creativity of the people involved. In my opinion, you can thus

avoid dilemma-thinking and encourage the participants to search for alternatives with an open mind. There are a number of advantages:

- it creates new solutions which did not exist previously,
- it stimulates participants to come to open and free reflection,
- it offers opponents the opportunity suggest solutions without losing the argument,
- it offers new opportunities for social work,
- it has an emancipatory effect because it allows everybody to participate in their own way.

Finally, I would like to point out that, in order to have a satisfactory ethical discussion, several preconditions have to be fulfilled. In this case satisfactory does not mean ideal or unanimous, but rather a discussion and an outcome that all participants can live with; i.e. a discussion that invites people to move on. An essential precondition is to be able and to be willing to speak freely.

A second precondition is that the participants know which discussions they can and cannot have. Houdart (1997) describes these preconditions as stage 0, which seems logical given that compliance with these conditions is a *conditio sine qua non*. However, I would not put it so strongly, because this issue is usually assessed during the course of the discussion and only then can it be tackled. I rather agree with the premise used in Theme Centred Interaction (TCI): 'Disturbances have priority'. (Cohn, 1976).

At the end of the process I have included a mandatory assessment stage. This is a necessary stage, but it does not necessarily have to take place immediately after the decision making process was finished. Indeed, it will often prove more productive if there has been some 'time to reflect'.

The four stage plan

The different stages in this plan are:

Stage 1: What are the facts and whose interests are at stake?

It is advisable to approach the situation as objectively as possible, because this leads to a clear view on the situation. This often does not happen when one is emotionally involved, though. In that case, outsiders are needed to help brush aside prejudices and opinions when all the facts are listed relating to questions of: 'who, what, why, where, when and how'? You need to consider which facts (old and new) are necessary. Are the facts reliable, are they relevant to the issues at hand and do we have complete information? Of course, it is about gathering this factual knowledge according to ability and circumstances. Most of the time you only have little material and you work in a limited time frame. Furthermore, it is important to objectify the rather subjective information as much as possible in order for the participants to have the opportunity to look upon the problem from a meta-level – to get, as it were, a bird's eye view.

The analysis may cause confusion or give rise to a conflict of interests. With the term interest the following is understood: that which meets someone's needs, that which is advantageous to someone, that which, deservedly or undeservedly, is good for someone. This stage therefore also entails trying to gain an insight into the mind frames of the people involved in the dilemma and discovering the underlying meaning related to their interests and opinions. In other words, how do the people involved experience the facts, how do they think and feel about them? After all, everyone involved has got a number of responsibilities related to the

effective performance of the job. It is quite possible that what is presented as a particular interest is also linked to someone's responsibilities. In other words, the question must be asked: "Who is responsible for what?" It is often about weighing up the values, whether or not they are connected to certain interests. In this phase, you try to establish clarity and you try arrive at a conclusion regarding the nature of the real issue.

Once we have gone through the previous stages and completed a thorough analysis, we can find out what the dilemma is, that is, the nature of the real problem. What is the question which is asked or which you ask yourself? Is there really a choice; is it a dilemma after all? Is it an ethical or a moral dilemma; in other words, is it human welfare which is at the heart of the discussion?

Stage 2: What are the alternatives?

This is the crucial stage, it is the heart of the process. Creativity is a vitally important factor here. Before you are able to form an opinion or make a decision, it is crucial to consider the options. Sometimes a compromise or an alternative counterproposal may be found. In a number of cases this will help to widen the choice, to open up the options. When listing the alternatives, the advantages and disadvantages, consequences, feasibility and the price to pay are mapped out. Finally, the link between values and interests is made. In other words, whose responsibility will we make an appeal on? To carry out this stage optimally, students will have to be encouraged to work freely, in a critically creative manner, using lateral thinking methods. I often encourage students to literally get out of their normal discussion pattern, because I see that set habits in meetings form mind ruts, which will often lead to rigidity and which might block any creativity in the process.

Stage 3: What is the conclusion?

In this phase of the process the alternatives are being weighed against each other. Based on the listed facts and the priorities set in terms of values and interests, the alternatives are compared and the advantages and disadvantages are balanced against each other. After that, a choice is made. At first, an idea has to be formed of the different values and standards in the case concerned.

Further, we need to check whether there is a conflict of values/standards and what type of hierarchical system of ordering the values/standards is to be employed. Which decision do we make and which arguments are we using to justify ourselves? In order to reach at this decision we should ask ourselves the following questions: are (the) standards/regulations absolute, and whose responsibility will be the most decisive?

Stage 4: How to carry out the decision?

Finally the time has come to act, the decision arrived at is to be executed now. In case it is your dilemma, you are the one to jump into the water and you are the one to carry out what has been decided upon. If several people are responsible for the decisions made it has to be decided who will carry out the decisions.

The 'when' and the 'where' issues are always important, since it is also essential to handle ethical issues with great care. Sometimes it takes courage to actually do what in your view needs to be done. An important question is: what agreements have to be concluded to follow up the case?

Evaluation and reflection

The aim of the evaluation is quite different from the aim of the other stages in the staged plan. In the final assessment, a number of meta-questions are asked about how the staged plan was completed and about the quality of the discussion. We take stock of how the staged plan was completed and the following questions need to be answered: “What has the staged plan taught us? Have we learned something? Do we now have a better understanding of the case? Have we examined all the possibilities?”

In addition to the assessment of the problem and the decisions, we will also need to have an eye for the process between those involved in the staged plan.

The importance of communication

Working with ethical issues that occur in practical life calls for good communication lines and communication procedures within an organisation. Ensuring good communication implies that the conversation happens efficiently and that it is problem-oriented and problem-solving in an effective manner. However, good communication is more than a simple exchange of information or employing sound and efficient conversation techniques. Apart from the content and the efficiency of the message, good communication requires an ethical relationship between people. The conversation partners have to be willing to take each other’s questions and requests mutually seriously, together with the protests, frustrations and unspoken expectations. This is not the same as just complying with someone else’s wishes, though. Without sincerity, the conversation becomes streamlined in advance, and it is not about real human communication, but about a good strategy to achieve something in the guise of seduction, control or blackmail. Communication as a strategy or as a technique is radically different from communication as an ethical relationship. The latter requires a very demanding relationship of mutual respect and responsibility, which is not always the case for communication strategies such as marketing, advertising, demagoguery or image-building.

In order to be able to arrive at what can be considered to be ethical judgement, a reference point or a standard is required. A reasonable standard would be that morally good communication aims at consulting all the groups involved, with special attention to the weakest partners. There should be good communication between all groups involved, even with those which sometimes tend to be forgotten or which remain neglected. It is obvious that we cannot come to a conclusion from some kind of detailed normative ethics, such as a Christian or ideological attitude to life, but rather from communicative ethics in which the quality of the communication process is emphasised. Communicative ethics will put an emphasis on a dialogue in a pluralist context. The quality of the communication between the partners is linked to a number of conditions that must be fulfilled as a necessary condition:

- the willingness to have an open communication;
- clear agreement on the areas of responsibility and the power of decision-making;
- attempts to solve controversies and the right to have dissident opinions.

Only if groups are willing to pay heed to these preconditions can the results of a staged plan be considered satisfactory - not in the sense of an ideal solution or a general conclusion, but rather entailing having a good feeling about the discussion and as having reached an interim result that can be worked with.

Conclusions

A staged plan is a very useful tool to help structure discussions on ethical topics in every field of society. Its use is not to be limited to social or health issues. The scheme is also a valuable tool to be used in discussions on environmental, economic and financial issues. It gives participants the possibility and the opportunity to make observations from a certain emotional distance and to explore the whole range of alternatives. However, it is not a miracle-worker, and the main condition of its use must be found in its task of helping the issue of ethical communication. It therefore is vital that students also learn to use certain discussion techniques, e.g. practising Socratic dialogue would be an example of a useful exercise. As it is the case with Socratic dialogue, working with the 4-stage scheme calls for strong commitment from the student group. Indeed, students sometimes complain that it takes a lot of time to use the staged plan. Furthermore, by using the step-by-step method, the discussions are likely to get a rather personal slant and participants may be pulled into very demanding confrontations with their own value system and their own attitudes. Teachers or facilitators need to be aware of the conditions necessary for an efficient and effective debate, and participants must be given the possibility to indicate where their limits are and consequently possibly withdraw from the discussion.

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The educational process and standards creation in relation to the lifestyle of the 21st century

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The lifestyle in the 21st century is characterized by the quality of products, processes and resources, quality of care of environment and health and safety of people as well as the quality of human life itself. One of the latest trends which is reflected in ISO 9000:2000 standards is the focus on processes and it is the educational process that will have increasingly important role in supporting the above-mentioned orientation.

The initial section of this paper describes the position and specifics of the educational process participants: students, i.e. customers (consumers) on one hand and educational organizations on the other hand. The second section briefly highlights the importance of the consumer's position in relation to the creation of high-quality lifestyle. The third section is an attempt to map the consumers' conditions for their active involvement in the standardization process and generally in enterprise processes bringing out the social responsibility aspect. In this respect the enterprises as well as other institutions take positions with differing openness to the pressure for cooperation with consumers and other external groups.

1. The educational process and its attributes

The educational process is designed to impart new knowledge, skills and findings. The ISO standards present the following definition of this process: "A group of logically ordered activities with clearly defined input and output where the input resources are transformed into output products during the process". If we are to apply this definition to the educational process then this unambiguously shows the educational process is characterized by two groups: educational organizations (and their staff) and customers (students). Generally, the educational organization is the product supplier and the student's education is the product.

Customer-Student

As in case of every product (process outcome) the customer-student has his or her requirements, wishes, ideas and expects them to be fulfilled. If treating the educational process products two aspects must be dealt with. Firstly, there is a responsible student tenacious of purpose. It is rather an objective person who accepts also demanding and difficult process components. Secondly, there is a student who studies mainly to obtain a paper confirming he has the relevant education (i.e. school leaving certificate or personal attestation) as quickly as possible and with the minimum effort. Let's suppose the latter case is less frequent because a high-quality educational process cannot provide the space required for such outcomes and situations. A high-quality educational process must teach the student and induce him or her to ambition, responsibility and relation to quality.

Educational Organization

Quality is a phenomenon which will accompany our being, activities and processes in our everyday future life. Although the ISO 9000 standards are focused largely on the production process the educational process cannot be omitted because it is the high-quality of educational process application that produces competent managers and leaders who will subsequently keep the introduced continuous quality improvement trend. This implies the competent managers are a result of high-quality educational process.

This reasoning requires us to emphasize the social responsibility whose major attributes can be specified as certain conditionalities and successions. These include in particular:

- Voluntary involvement of organizations in the provision of education and addressing social issues
- Conviction and assuredness of public that the organization is concerned about their future
- Conviction and assuredness of employees that the organization takes proper care of them
- Correctness and transparency
- Customer's (student's) confidence in the product quality

Each supplier including any educational organization should endeavour to satisfy the customer to the maximum extent (because without this effort it runs the risk of loss of the customer and potentially a number of other customers) but it has its specific opportunities to satisfy the customers (its „know-how“, competence of its personnel, technical and organizational resources, etc.). One of the most important elements of all educational organizations is the unreplacable role of educationalist who should, among others, try to create awareness of the quality importance and instil the quality principles into the students during teaching.

The high-quality education of the young generation should thus become the supreme objective of educational process. Not to mention the fact the person having passed through the educational process should be a well educated expert in the particular sphere, any such person should also receive the basic lessons in the quality area. But how to achieve this stage?

The educational process product is always designed for a long-term use. For that reason its life is very important (rather in terms of its information nature than moral life). The volume of educational process product long-term use depends largely on its moral life. The educational organizations should therefore seek to provide solutions ensuring the maximum moral life of the product.

The moral obsolescence cannot be stopped. It can, however, be slowed down by, for instance, anticipating the future needs of the customer-student. In doing that it is helpful to apply the following important findings in the educational process:

- The broader grounds of the student's knowledge are laid the longer life of the education since such grounds can usually be utilized also in other spheres. This helps improve the educational process efficiency as well because the understanding of general principles facilitates the perception of specific findings and various relations.
- The educational process is, in fact, always framed as a preparation of a man for value creation processes. And it is the way in which a person learns to think in course of education that determines the development of his or her other abilities (e.g. the ability to receive and understand new knowledge).

Nevertheless, the description above is not intended to suggest the best approach would be to educate a man only at the most general level. If one is to create values the general knowledge alone is insufficient; he or she must be able to make use of it also to create values in the particular sphere.

As regards the quality area, there are substantial differences to be noted: for example the standards setting forth the quality management rules become null and void not later than within 10 years. On the contrary, general principles such as Deming cycle (PDCA), Juran quality spiral, total quality management (TQM), etc. have been applied unchanged for

decades. This shows for a quality expert it is more important to know, understand and adopt the general principles than to learn the passages from various standards by rote.

2. The consumer's role and relation to standards development

Consumer protection became a very significant market factor in the late 20th century. It can be stated the consumer protection and quality are communicating vessels. In course of the educational process also the knowledge and findings regarding the quality management systems, environmental management systems, safety, ethics, consumer protection, etc. are imparted to the students of Ostrava Technical University. The study programmes are set up also with respect to the EU where the compliance with the requirements for consumer protection and quality management areas and legal aspects of quality are commonplace in a number of areas. All activities and teaching of these subjects are driven by the endeavour to meet the demands of varied bodies and organizations for qualification improvement and knowledge extension.

However, the qualified experts specializing in the consumer protection and quality issues are only one part of the educational process. The other equally important part is the necessity to make the students realize their consumer role. Any one of us, irrespective of the age and education, puts himself or herself in the position of a consumer though often even not perceiving this role. As early as in the bathroom in the morning we use a variety of cosmetics, at the breakfast we use various kinds of dishes, spend various kinds of products, then we put on clothes, travel to work or school where we become users of lots of other products (computers, furniture, electric appliances, etc.) as well as in our households and all is considered by us common and safe. We use and rely on products which were manufactured to some standards and for us – for the consumers.

But try to answer a question whether we are always fully pleased with the products and services. Are we as the customers satisfied generally with all products or do we harbour feelings they were fabricated for a market at which the consumer is not taken into account and the only ambition of the manufacturers and distributors is financial profit from the sales of such products? And which ways and proceedings can we as the consumers use to protect ourselves in cases where we have been injured?

The educational process thus should also be aimed at pointing out the importance of the consumers' involvement in the standardization and their active role in the standardization bodies as one of the ways to improve the development of standards regarding products and services surrounding us and provided to us in our everyday activities.

3. Cooperation of Businesses with Consumers

Over the past years there has been increased demand for representation of consumers in technical standardization. Although the European and international standards are made up of professionals and experts from the hands-on sphere, research institutes, universities etc., which ensures the highest professional quality and level of standards, the voice of consumers in this field is not irrelevant or unsubstantiated. Unfortunately in spite of great advancements made in this field there are still many standards that look as if they were created more for producers themselves and the consumers' requirements are not always fully taken into account in them.

The significance of consumer participation in standardization is unquestionable and substantive. In this respect it is also necessary to point out that participation in the creation of standards in the Czech Republic is permitted to consumers themselves but unfortunately practice shows that all activities often fail due to several factors:

- The consumers' rights and interests are asserted in the environment of information and economic disparity in the relation between the businessman (entrepreneur) and consumer (customer). Usually the consumer has not enough knowledge and possibilities to thoroughly verify the information by which the product or service sales is supported. He or she is led mainly by the inward need to get a product of certain specification. The consumer is often under the pressure of massive advertisement, insufficiently circumspect, easy to manipulate and suffers from the lack of unbiased information.
- For isolated consumers – individuals it is not possible to influence legislation or the application practice of public authorities. Very often there are special interest groups standing against them, which, contrary to consumers – individuals, are able to make use of many advantages from the government. Here we come to the point where it is possible to influence the “macro” setup of laws of the market economy. Without the ability of the consumer public to defend itself against the pressure of special interest groups motivated by the interest to achieve more, even to the disadvantage of consumers, the economic freedom of an individual becomes rather a fictive, marginal category, while the “freedom of players of the “offer” side” can break out into willfulness, though sanctioned by the valid laws.
- It is however necessary to point out that the creation of standards is a highly qualified matter, to which a common consumer can rarely commit himself. He can run up against obstacles such as his lack of qualifications and very often insufficient motivation to implement changes, the bureaucracy of standardization bodies, which do not like to change their decisions and directives and last but not least the long-term aspect, which does not contribute to the process of change and the creation of standards.

Based on the arguments above we will try to structure the positions of enterprise or other institutions influencing both the standardization and the lifestyle quality in general.

Social responsibility

The consumers are integral part of social groups that are not incorporated in a company's organizational structure and they do not belong to groups involved in economic relationships to the company's behaviour. Among examples of such interests rank negative impacts on the environment, manipulation with prices for goods, breaching laws by the companies including cheating, safety products, efficiency of utilization and other aspects of lifestyle quality.

The consumers by this way form social standards for the “responsible” behaviour of enterprises and institutions in face of consumers and society generally. The social responsibility then reflects the extent to which the enterprise overfills the legal requirements. It is closely connected with the definition of human needs and wishes through which the consumers can influence, whether successfully or not, the life quality establishment.

The typology of social responsibility

The following discussion will be oriented to basic typical features of individual forms where we expect they are included in a majority of opinions representing the given form of social responsibility like social and political phenomena.

Liberal form

For this type a starting point is a statement of Milton Friedman from which results that a single form of responsibility of corporate managers is „to manage a company according to their wish which, in principle, means as much money as possible, while complying with the general rules of the society“.

Then it is possible to assume that the superiority of profit practically will lead to the current passing of social rules.

Paternalistic form

This form is based on the opinion that enterprises attempt to respond to more general interests, values and pressures from the side of the society. It includes a higher than necessarily inevitable level of fulfilment of economic and legal requirements. The companies take greater responsibilities than imposed by the market, consumers and other involved entities and legal obligations. The companies respond to relevant social requirements and in this connection they try to adapt their strategy. One fact is important, their behaviour incorporates a dialogue, as mentioned above, with groups involved that are not directly interested in economic targets of the organization [consumers, protectors of the environment, local inhabitants...].

One major insufficiency is that they determine with whom from involved groups will negotiate. There is persisting some undervaluation of a value of the knowledge of consumers and other external entities, there is still the conviction of superiority of the specialized knowledge of corporate personnel [„only corporate experts know what is the best“].

For example, this is true in the our topical case of discussions concerning the risk of nuclear power stations or chemical industry. Generally, it is assumed that „imprudence“ of the public could be solved by a better system of „training“.

The example of philosophy of presentation of a risk being under control and non-exposure of lifestyle quality may see in the case of the most conflict construction of the former Czech - Slovak Federation - the dam Gabčíkovo – Nagymaros. During a promotion voyage there were attempts to convince visitors of unaffected ecosystem and water quality from one of the greatest reservoir of drinking water in central Europe. Furthermore, there is a problem of information availability. Provided that consumers have to come to a dialogue as equal, they must have the information available, however, the information remain under a strict control of the enterprises or institutions.

Unfortunately, despite the relatively new act on free access to information the existing legislative constraints often bar the consumers or other persons involved outside the enterprise from acquiring relevant facts based on which they could proficiently and, in particular, timely respond to the activities of the enterprise or other institutions not only within the standardization process.

There are also ideas the consumers' and public standpoints should be included in the decision making process of businesses.

Democratic form

According to Sethi this form contemplates an effort of the companies to identify and respond flexibly to potential restrictions which might emerge at implementation of their economic goals. With this perspective planning they can get more easily a competitive advantage. The democratic form recognizes the fact that there exists the plurality of opinions, standpoints and conclusions. At creation of strategy and potential corrections of business policy, the company will accept relevant voices from outside. Thus, a number of mutually beneficial contacts may be established.

Corporate responsibility and co-operation with consumers

In this point we would try to suggest a relationship between the corporate responsibility and co-operation: corporate – consumers based on the previous characteristics of individual forms. In the case of the first type of corporate responsibility, i. e. liberal form, one cannot expect that it would be suitable for actual co-operation or the accepting of consumer's opinions. The corporates do not admit the participation of other groups than those economically involved in the results of their activity. Moreover, the company's strategy is leading mostly to one goal - to maximize a profit. Such orientation to legal and economic obligations gives a space to consideration that the accepting or not accepting of consumer's perceptions may damage the profit.

These enterprises tend to closely focus on their objectives and adopt short-term strategies and are afraid from „unnecessary“ investments in responding to the requirements and opinions of the customers and involved public.

A technocratic faith in expertness of internal groups involved is of a key importance in conjunction with paternalism, and associated assumptions about irrationalism of non-professional groups from outside. Dominant models experienced by the organization survive as relatively undoubted therefore although the consumers are given an ear their influence is none too strong. As far as the democratic form is concerned, wide possibilities for the participation of consumers are open. Basically, it is necessary to incorporate in the decision making process as many as possible opinions, to organize a dialogue which supports and requires communication and different views of the problem. A more conspicuous evidence of the influence of public access to information is provided by the relation between the democratic form of social responsibility and the consumers' involvement in the creation of high-quality lifestyle. It should be emphasized this is clearly an enterprise social responsibility form which cannot be a mere supplement of the existing enterprise standards, values and practises. It represents a strategic approach which requires that the enterprises and institutions try to identify and respond to probable constraints created by the society. The cooperation with the consumers in doing that can prove to be a considerable competitive edge.

Summary

This paper was intended as a contribution to the discussion on the consumers' position and their chances to influence the lifestyle. Obviously not the only technical or administrative problems are involved. The main point of discussions and conflicts are the basic values and also they must be presented in economic context because it is the only argumentation to which most of the enterprises and institutions are willing to respond.

The indicated relation between the position of educationalist (preparation for life, creation of awareness of the quality importance, imparting of the quality principles), position of student (relation to standards creation, understanding of the consumer's role, voluntary involvement in the solution of social and environmental issues) and position of enterprises, administrative bodies, etc. (their willingness to accept the requirements from the consumers, i.e. those being outside the enterprise, respective body, etc.) raises additional questions which are far from being answered and deserve further research.

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Consumption in everyday life – Challenges and responsible actions

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Introduction

Globalisation has become part of our living conditions; this circumstance has a huge impact on the lives of parents and children, households and individuals. Households and individuals are consumer decision-making units in the civil society. Consumption is both a way to construct meaning for individuals and families but also a fundamental need for human beings, as consumption has to 'cover' fundamental and basic needs for food, housing/shelter and cloths.

Consumption raises a wide range of dilemmas in everyday life. These dilemmas are of many kinds economic, practical, theoretical, emotional, aesthetical and ethical. A great part of the dilemmas can be hidden or tacit, but nevertheless they must be discussed when it comes to consumer education, information and research. It's also a dilemma that consumers often have this feeling of consumption as the only place with freedom where only you decide. But it is as Baumann has expressed it a kind of "velvet repression". "For the majority, it is a sort of do-it-yourself dependency; people gladly, willingly, joyfully enter the dependency relationship with marketing companies, with experts, technological or scientific, psychologists, psychiatrists and so on" (Podor Pedersen 1992, p.15)

However it must be mentioned that the article presents views and perspectives experienced in Western societies and the examples from education is also from universities or schools within this area.

How is it possibly to understand production and consumption regarding to households, families and individuals?

'Housekeeping means: To use what you have in order to get what you want'.

This sentiment was expressed around 100 years ago by the famous Danish home economist Magdalene Lauridsen. It described what good housekeeping was, and perhaps is, all about and what should be taught. People should be taught to economise, to make good use of all materials in the most prudent way. To act prudently implies many things: knowing, thinking, doing, acting in a way, which makes one able and capable of managing a household, 'to home economise'.

Household life in modern Western societies nowadays deals to a great extent with consumption: indeed, for some people it seems to be the overall mission of their lives. To survive and stay alive it is necessary to consume. The modern consumer society or, as Giddens puts it, late-modern society we are part of today has a major impact on our lives as individuals, families and households. (Giddens, 1991)

Despite the emphasis nowadays being on the consumer and her consumption behaviour, it can be postulated that we are also, to a certain degree, producers. We are not just passive consumers but as we consume we act, react and interact. How, why and when we carry out

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these actions depends on who we are, our needs and attitudes towards consumption and action and our skills or abilities to 'produce'. As Orvar Lofgren points out, there is a need '*for seeing consumption as cultural production and consumers as actors rather than objects.*' (Löfgren, 1990)

Although we as consumers sometimes feel like defenceless objects for the business and marketing also because the foods and goods have changed a lot. In former times the consumer knew all there was to know about the product. The material used was well-known and had proved its usefulness over many years, users knew all about the quality and how to keep the tool in good shape, they knew what food it would be used for and how to use up every scrap of the food in question. Nowadays, world wide, thousands of different new materials and foodstuffs are on sale and used in households in the reflective modern world. It is quite impossible to be 'a prudent, knowledgeable consumer'. Foods can be split into micro-units and put together in quite new ways unknown in earlier times. Today's society is, as Giddens and Ulrich Beck have called it, a '*risk society*'. (Giddens, 1991, Beck, 1992) In addition to the risks we experienced in the past as citizens or consumers, there are now new risks. Our foods may be genetically modified, polluted or filled with unknown additives: the consumer has to cope with all of this. We have to deal with 'the dangerous consumer society'. (Graae, 1970) How can we confront those dangers at personal, institutional and societal level?

It is useful here to consider three or four paradigms in relation to the consumer society. The first three are derived from political, economic and consumer policies and philosophies.(Jensen, 1984, 1982, Steffens, 2000) The first paradigm is grounded in liberal economic thinking, and states that consumers are sovereign. You could call this the consumer-regulated society paradigm.

The second paradigm says that neither consumers nor producers are superior. Therefore we need a legalised society, which sets the regulations for producers as well as providing legislation to protect consumers, because consumers and producers do not operate at comparable levels.

The third paradigm sees all power is in the hands of the producers, nowadays the multinational companies or WTA (World Trade Association), who chooses and thereby determines the market. This means the producers are superior and decide what we can buy and how to consume.

The fourth paradigm is an utopia - an ecological or oiko-political model where both partners act in considerate ways within the framework of global legislation meeting basic needs for all, now and for the next generations. It's a paradigm where the consumer influence is optimum.

How does the responsibility emerging from the role as households influence on the understanding of consumption at the market?

To return to reality, our society encompasses homes and households which display the following characteristics according to Giddens, Mitchell and Ritzer (Mitchell, 2000, Ritzer, 1993). These are

- McDonaldization
- globalisation
- privatisation
- deregulation

The characteristics demonstrate that the first three paradigms mentioned above are represented in society today, and all of these tendencies are part of '*the dangerous consumer society*'. In the three paradigms it is the connexion between producers and consumers that matter. And this connexion has an impact on private households or homes, the places where

consumers live and consume on the one hand. On the other hand, consumers also act as producers within their homes. They can produce quite complex products from basic materials. For instance, they can grow potatoes, harvest them, prepare them as a sophisticated meal, or they can store them to use later by preserving them in some way. Also if they buy the potatoes at the market they afterwards prepare them in a household production. In other words, individual consumers also produce on a smaller or larger scale. 'Out' in the (risk-) society the same people act as consumers with greater or lesser success, either actively or passively. The point of this differentiation is to clarify the relationship between the role of consumer and the role of producer connected to both home and society, to *oikos* and *polis*, if you draw on the concepts from ancient Greek society as used by the American home economics researcher, Patricia Thompson. Thompson's model for this theory shows *oikos* as isolated, but related to *polis* or society. (Thompson, 1992)



Figure 1: Connection household-society and consumer-producer (Benn, 2000)

If we use the terms as defined by Habermas(1981), homes and household are embedded within society, or the life world is surrounded by the system world. This is illustrated in Figure 1. Here, society or *polis* must be understood as all those different spheres or levels surrounding us, with governmental or political institutions and the market as well. A further discussion of the *oikos-polis* theme can be found in the work of Thompson and of Benn (primarily in Danish), (Thompson, 1993, Benn, 1996). Seen from the individual's perspective, he or she acts as consumer outside the home in society, at the market, and acts as producer and/or consumer within the home. The household production is connected with consumption. For example when you are cooking the food, you are a producer and afterwards when you eat it you are a consumer. This double perspective is also essential for consumer education.

In figure 2 we try to get this double perspective on consumption and at the same time the interaction with the producers, organisations and the public authorities. This interaction is of course also an interaction with many stakeholders in an increasingly globalised world.

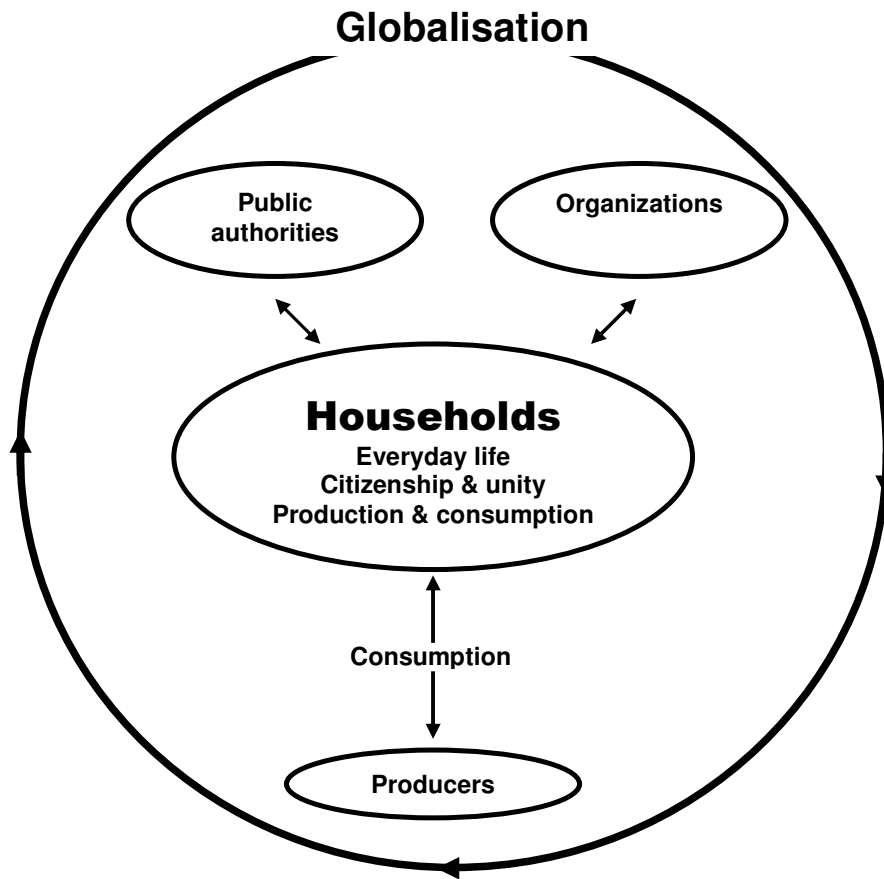


Figure 2: Household and Interactions with Surroundings (Juul Jensen, 11/10 2003)

In the households and in the local area a lot of activities are taking place. In Denmark an increase in network activities in the civil society took place in the nineties, often supported by the government or the municipalities (Juul Jensen 1997). The innovation was diffused (Rogers 2003) through media and network communication, and a lot of these activities were related to consumption in a wider sense, both to environment and health. Exactly in this connection the most important societal discussions arise. We look at these activities as a kind of practical consumer education from below outside the institutions (Juul Jensen 2003). And in a reflective modern world it is the single person who chooses the kind of unity that he or she wants to deal with.

Which ethical challenges do the family and individual have to cope with?

In the family or home the main task or aim is care; therefore the ethics of care is a daily part of the lives in the family and the individual. It is a latent and present claim in everyday life, perhaps not outspoken but tacit. Patricia Thompson, an American home economics researcher has made the model of *two systems for human actions*

Thompson's figure shows that values and aims are differing in the two spheres the private and the public, although the late-modern society has overtaken a lot of tasks formerly carried out in the family or households. The ethics of care in a home or family is concerned with caring for one's own family members and might be carried out without any recognition of other families needs in the local or global surroundings. But in teaching this ethics of care can be questioned and widened if the teacher is aware of this. Eleanore Vaines has in her description of philosophical orientations of home economics' teacher's elaborated 3 different orientations

- ego-centric
- eco-centred
- not committed (Vaines, 1990)

Within an egocentric position you are oriented to teach students to make the best solutions for themselves without caring for the neighbours, whereas the eco (oikos=household in Greek)-centred position is aiming at living in a caring membership in the living system. In a uncommitted position you present research and facts and leave it to the students to decide.

There are no proper answers concerning ethical questions but there are many questions to be raised, this is the important part in consumer decisions in private life and in consumer education.

How can formal consumer education contribute to a broader understanding of consumerism and raise critical awareness and responsible action, as consumption is related to health and environment?

Formal consumer education has mainly been aiming at educating the prudent, rational consumer through information of rights, responsibilities, labels and laws. This educational project of the school opposes to consumption in everyday life and stands so to speak in the tension between "consumership" and "citizenship". Aims of critical consumer education are care, consciousness and action competence/empowerment.

Schooling, and consumer education or consumer information in the younger age groups must take into consideration the consumer life of pupils and people outside the school in the real world and of all aspects of consumption. The perspectives of being in an "eco-centred and egocentric" position must be included. These expressions, which are used and explained by Eleanore Vaines as philosophical orientations for home economics teachers, can be helpful in developing consumer education. In an eco-centred position you show care and concern both for yourself, for the family and others, plus the environment, in contrast to an egocentric position, which is focused on fulfilling your own needs without any concern for the consequences. As with all models these ideal types. Real persons are not *either or* but rather *both and*, as consumption is related to context and age or time, place and social environment, as the ethnologists explain.

An eco-centred position requires competency to act. This concept was developed by researchers at the Danish University of Education and is quite closely connected to empowerment and citizenship as described by Tones and Tilford (1994) and McGregor (1999, 2002). Action competence requires, as Bruun Jensen (2000) describes

- insight
- engagement
- visions
- acting experiences

Insight means to acquire a broad action-oriented understanding of the problem raised. Engagement is the wish and capacity to involve in changes of conditions. Visions cover the ability and wishes to think creative and visionary. At last the action experiences are concrete experiences in acting individually and collectively.

It means that teachers in consumer education have to offer these opportunities for their students. Furthermore, action competence demands knowledge of, caution, strategies, effects and alternatives. The concept of action competence offers an educational ideal, or some visions for consumer education especially the part related to citizenship; but the 'consumership', which may be seen as the personal, expressive and aesthetic part has to be taken into consideration as well. This is a challenge for future consumer education.

Which educational questions does consumer education raise – consequences for practice?

The discussion 'consumership' or citizenship raises dilemmas concerning the global and ethical perspective, which is not easy to handle in education. If action competence is to be developed then the key issues are the role of the teacher and the curriculum devised, either by themselves or by national governments. The teacher will need to adopt strategies, which will allow the child to develop knowledge and skills to ensure that action competence is developed. Rogers(1969,1983) with his view of pupil or person centred learning which sees the student as an important partner in learning not just a vessel in which to pour knowledge . Friere (1998) restates the importance of teachers being involved in the practice of critical teaching 'a dynamic and dialectical movement between 'doing (*teaching*) and reflecting on doing' to identify the qualities needed to ensure that the citizenship curriculum is communitarian in nature. Communitarian citizenship education, which is progressive in nature, aims to strengthen the democratic and participative spirit within each individual, to balance the social good of the community against the good of the individual.

Within the UK, for example, the government has adopted a communitarian approach, making citizenship education compulsory for the first time. For children aged 5 – 16 citizenship is part of the non-statutory framework of personal, social and health education and citizenship and schools a legally required to teach citizenship education from ages 11 – 16 from 2002. The pupils aged 11 – 14 should for example gain knowledge and understanding about becoming informed citizens, develop skills of enquiry and communication and the skills of participation and responsible action. How these are taught is not prescribed. Although schools are intended to devote 5% teaching time to citizenship, they may choose how to achieve the learning outcomes.

The UK government in compiling the citizenship curriculum relied heavily on the results of the International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study (known in England as the Citizenship Education Study) The results of this survey of 14 year olds in England (Kerr et al 2002) showed that in terms of civic knowledge English pupils scored on or about the international mean but had difficulty in answering questions on knowledge of democracy and government on topics such as political representation and elections, suggesting that there had been limited opportunities to learn about, experience and understand these aspects of civil and political society either in school or in the communities in which they live. The fourteen year olds generally believed that working together, either in formal or informal groups, can enhance the school and help to solve problems that may arise. Young people experience the school as a social and political system and school efficacy- the extent to which young people can influence decision making in school, was identified as an important factor in future political behaviour. Schools that model

democratic values and practices are most effective in promoting civic knowledge and engagement This approach was not the norm for English schools.

Students in the majority of countries reported that an open classroom climate for discussion was uncommon. The norm in England was reported as an approach which emphasised teacher talk, the use of textbooks and memorising of facts, dates and definitions. 'Interestingly, those countries that have experienced considerable changes in civic or citizenship education in the past ten years appear to have a less open classroom climate for discussion. Attention in these countries has been focused on training teachers in content , rather than developing their ability to foster an open classroom climate.' (Kerr 2003)

The Department for Education and Skills set up a longitudinal study to of citizenship education over eight years to evaluate the effective practice in citizenship education so that such practices could be promoted widely. The report of the first year (Kerr et al 2003) has provided baseline information and has identified problems that impacted on the introduction of citizenship education has had in schools. It has revealed that there is considerable difference between school leaders', teachers' and students' attitudes, and experiences, of citizenship education. Students were much less positive about their experiences than teachers, and teachers were less positive than school leaders. This gap is probably due to the fact that most school leaders had drawn up the plans for citizenship education with little or no consultation with teacher or students. An opportunity missed in the development of the school efficacy identified as important in the IAE survey.

The teaching strategies that are likely to be most effective in developing active, critical consumers and citizens are the same. Telling pupils what to think as opposed how to think is the key issue. Knowledge alone will not make for active consumer citizens. Take the example quoted by Lawson (2001) of discussion on child labour in India in a citizenship lesson.

- Teacher* What can we do as consumers to improve the situation?
- Pupil* We shouldn't buy the footballs but the reality is that we won't stop buying footballs or stop playing football. I know it's selfish. It's as bad on the streets as it is in the factory
- Teacher* Are you saying that a certain amount of child exploitation is inevitable?
- Pupil* Yes.
- Teacher* How many of you realised that Nike trainers were made in these conditions?

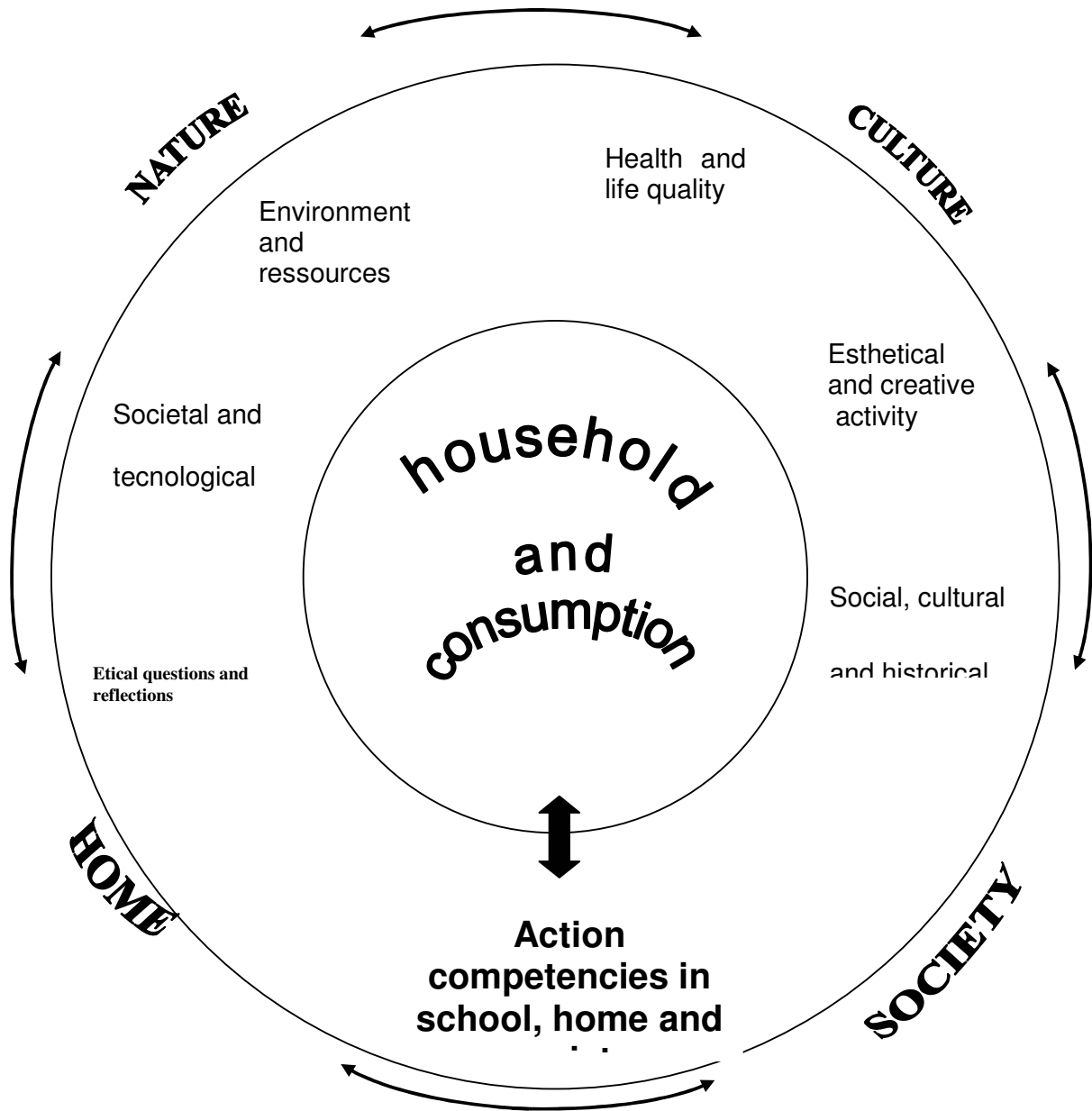
One or two say that they did.

- Teacher* How many of you will buy Nike trainers now that you know the conditions they are made in?

Nearly all pupils put their hands up. (Lawson 2001)

As the above extract shows, knowledge and awareness do not necessarily lead to action. To ensure that action takes place then students need also to know how to bring pressure to bear on organisation, and a desire to act collectively. The teaching strategies that will allow this to happen, as group work, open classroom discussion, experience of school efficacy are, according to the ICE survey, not common in Europe. Therefore it is no surprise that students cannot withstand the onslaught of the marketing of goods and the social pressures of their peers. There is therefore an issue for teacher education and development based on teaching and learning strategies rather than content.

Figure 3: A model for reflections in consumer education (Benn, 1995)



Conclusion and perspectives

Consumption has become part of the way in which children are brought up and their socialisation, and thus has an impact on their identity and self-perception.

There is a contrast or a dichotomy between the commercial world and its offers of miracle products and easy solutions, and consumer education, which has action competence or empowerment as the ultimate goal. Consumer education stands, so to speak in the tension between consumership and citizenship and therefore consumer socialization and consumer education are central themes to be considered and researched, especially for home economics educators.

The ethical and global questions can be expressed as a sailing between 'consumership' and citizenship. Where 'consumership' (a self-constructed concept) is egocentric, going for one's own needs, citizenship is eco-centred, which means it involves acting in a *caring membership* (Vaines, 1990).

With consumer citizenship we try to catch the new role where you are a citizen and a consumer at the same time. It is necessary not only to see at the single consumer/household, but also to look at the possibilities for unity if the consumers shall influence the surrounding world. When it's a responsible action as a household, which takes in the consideration to the common good, we talk about a political household (a self-constructed concept), which also include actions at the market as a political consumer. With this concept it is possible to catch the meaning of the everyday life, the household work, the process of experience and the social interaction behind the consumption. It also gives the possibility to catch a critical view on the products from the producers. But the future for education must also be considered from geographical, cultural and historical viewpoints. Teachers educated in the last century need to consider how to educate pupils for coping with the 21st century. Consumer education must be a part of subject areas and cross-curricular projects with '*empowerment of the consumer, ... as the ultimate objective of consumer education.*' As Goldsmith and McGregor have said, this can be seen '*as an enormous challenge in the global electronic marketplace.* But consumer education has to take into account what is possible and what is desirable, why and how. The single individual has a lot of barriers to act as a political consumer on his or her own, and to make home and society a harmoniously caring place to live in. So the fourth paradigm mentioned earlier, is an utopia, but as all good utopias, there are some footprints in the existing society as illustrated in Figure 3. This demands effort not only at individual level, but also collectively and globally. But this is necessary if there is to be a future for coming generations.

In conclusion, let us return to the first quotation '*Housekeeping means: to use what you have in order to get what you want.* This ought to be changed to '*Housekeeping means: To question what you need and to 'ecologizes' in order to get what you in unity with others might want*'.

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Values and their meaning in formation of consumers' lifestyles

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In Latvia in the 1990's as in all post-socialist countries there were observed changes in the economic as well as social sphere. Slowly but inevitably human's value system changes too. The change of values is closely related to the conditions in economy. Countries experiencing rapid economic changes also face more rapid and contradictory changes in the value system. It is proved by the data of many surveys obtained in Latvia during the last years. These data show that people's opinions about values are very contradictory and that it is quite difficult to speak about definite tendencies in values change. Periodical changes in social order and prevailing views in the society of Latvia have not let any generation develop and bring up the next generation in a stable system of social norms and values. Entering the new millennium there have been occurring changes in the attitude of the society towards values and hierarchy of values; the difference in the usage of the category of value and the category of need disappears. The ideas expressed by prominent persons prove that many people have been thinking about values and these values have altered along with changes in politics, economics, society and individuals (see Table 1).

Table 1
The Essence of Values in Scientists' View

<i>Author</i>	<i>Interpretation of values</i>
Philosopher F. Bacon	Freedom, strength, knowledge, truth, education, power, duty. These values are based on striving for the truth [5].
Rationalists	Mind
I. Kant	Virtue, duty, humanism, civil decency.
Kirgegor	Unique individual having a special value.
K. Marx	Substance because everything existing in the world is only substance. Everything occurring in the world is nothing more than development of substance [10].
M. Scheler	Representative of material values ethics which deals with the following basic problems: <ul style="list-style-type: none"> ▪ the essence of values and peculiarities of their exploration, ▪ hierarchy of values, ▪ reality of values and peculiarities of moral values, ▪ human freedom [6].
F. Niche (the beginning of the 20 th century)	Values are relative (changing, time-shaped) as they are created by an individual himself/herself. Values completely depend on the evaluator as value itself appears only in evaluation.
A. Rikert (neokrantist)	Asserts that value is a meaning being "outside" any existence.
Ancient Greek philosophers	Individuals usually prefer the permanent and try to avoid the troublesome and problematic. Individuals put their life into order under the influence of values starting from the biological level and ending with the highest levels of cultural and spiritual life.
G. Olport, P.E. Vernon, G. Cinzey, E. Shcpregrner	Indicate the criteria determining values: <ul style="list-style-type: none"> ▪ free, understandable and well-considered choice, ▪ choice is made by choosing one of several alternatives and considering the opportunities and offer of each alternative as well as

	<p>comparing them,</p> <ul style="list-style-type: none"> ▪ evaluation and testing, ▪ public approval and expectation of approval from others, ▪ action according to one's choice, ▪ repetition of these considerations in connection with anything you want to call <i>a value</i>. <p>Values express the attitude towards everything what is happening. Only a human being can acquire and create values recognizing their importance.</p>
Allard	<p>Values can be divided into five types:</p> <ul style="list-style-type: none"> ▪ learnt values, ▪ general values, ▪ constant values, ▪ goal-oriented values, ▪ choice-based values [11].
Charles Morris	<p>There are three basic dimensions of the value systems connected with various different cultures:</p> <ul style="list-style-type: none"> ▪ Dionysian: an inclination to enjoy life and free oneself from the pressure of needs, ▪ Promethean: an inclination to influence the world and change the existing order, ▪ Buddhist: an inclination to concentrate on one-self and consider one's desires.

Analyzing the values from the point of view of the 19th-20th century scientists-philosophers it is seen that philosophy considers a group of three values to be on the highest level of the hierarchy [9]:

- the good (the moral),
- the truth,
- the beauty.

Besides, there are mentioned other values similar to the basic values in the field of morality, cognition and beauty.

The basic spiritual values block mentioned above is followed by the social values and practical performance values block which is comprised of the following value groups:

- material creating activities (technological, economic),
- social activities (love, communication, etc.),
- health and personal welfare (dissatisfaction with work, material welfare, etc.),
- self-actualization and self-realization (personality culture, lifestyle, education, etc.).

These value groups are oriented towards corresponding practical goals or means for attaining these goals [9].

Corresponding to Inghelhart's value theory of the social sciences [7,161] based on vast empirical material, in the end of the 20th century in the Western world there had occurred a gradual change of values—a transition from material (mainly economic material values and safety values) to post-material (so called life quality) values.

Table 2
Values in Latvian Scientists' View

I.A. Student	<p>Values differ only in their content, but their form is unchanging. Values are divided according to the following features:</p> <ul style="list-style-type: none"> ▪ unambiguity,
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	<ul style="list-style-type: none"> ▪ eternity, ▪ constancy, ▪ necessity for fulfillment [13]. <p>On the value scale formation of personal ethical features has a primary importance. They are as follows:</p> <ul style="list-style-type: none"> ▪ sense of duty, ▪ sense of responsibility and freedom, ▪ piety and humbleness, ▪ love of the closest people, ▪ truthfulness and justice, ▪ sense of self-value, ▪ persistence and strength, ▪ heroic spirit and courage.
Z. Maurina	There are values which are significant to the whole nation and to the whole humankind.
D. Uznadze	Value orientation scheme: need--value—readiness—value orientation.
A. Karpova	The value hierarchy is formed gradually in individual's life experience.
I. Tunne	<p>If a value becomes a part of personality structure, we can speak about possible correlation between the cognitive level of value orientation and behavior.</p> <p>Values determine what we believe in, what we will think and how we will form our life. Understanding, analysis and choice of values broaden individual's world outlook and views on opportunities in life [14,104].</p>
I. Zogla	Values have a subjective character, that is important in individual's development and complicates the teaching-learning process—it is difficult to discuss on values in a homogenous teaching-learning process, but it is even more difficult to do it in classroom in the environment of activated varied cultures [15].
M. Vidnere	The essence of values is in their significance but not in their actual existence. Norms based on values put culture in order.
I. Plaude	Value is defined as behavior orientation or an ideal norm [16, 53]. Values are ideals fixed in society that become a non-personal standard in everyday communication and ensure rationality.
V.V. Klive	Value itself is a goal or object of human being's interests and desires. It is something we strive for due to different reasons, something we want to obtain or attain [4, 51].
R. Garleja	Values are specific social characteristics of the surrounding objects, conscious significance for the society and the subject that is expressed in the attitude [3].

The issue of values has been discussed a lot in education, however, the educational philosophy has no unambiguous interpretation for “What is a value?”

The dictionary of psychology terms points out that values are objects ensuring permanent confidence about priority of action or goal in comparison to any other aim or kind of action. Axiology is a field of philosophy dealing with the nature of values, their place in real life, e.g., with the interrelationships between values, relations with social and cultural factors as well as structure of personality. It deals with philosophical issues relating to general “issue of values”: the meaning of life and history, goal of human being's action and its justification, relations between an individual and society, trend and basis of cognition, etc. [2].

The understanding of values refers to material, social, ethical, aesthetical, cultural and other values.

In consumer culture putting emphasis on individuality and high living standard there are highlighted Dionysian values. In other cultures all three dimensions are considered to be of equal importance. An individual, who participates in social activities, for example, in voluntary charity activities, represents Promethean values. Different combinations of these dimensions indicate a different lifestyle [7, 10].

When the society faces rapid changes, both old and new values, customs and norms exist parallelly and/or one prevails. Values show individual's interest in the surrounding world that is determined by the significance of different world aspects in a specific individual's life.

A specific value orientation system ensures individual's stability, too. Value orientation, goals and plans are a stage of individual's activities subjective regulation. Society in general offers a broader value range than individual's opportunities, therefore it is necessary to have an individual's value orientation system that would enhance determining priorities and trends, realization of goals (see Fig. 1).

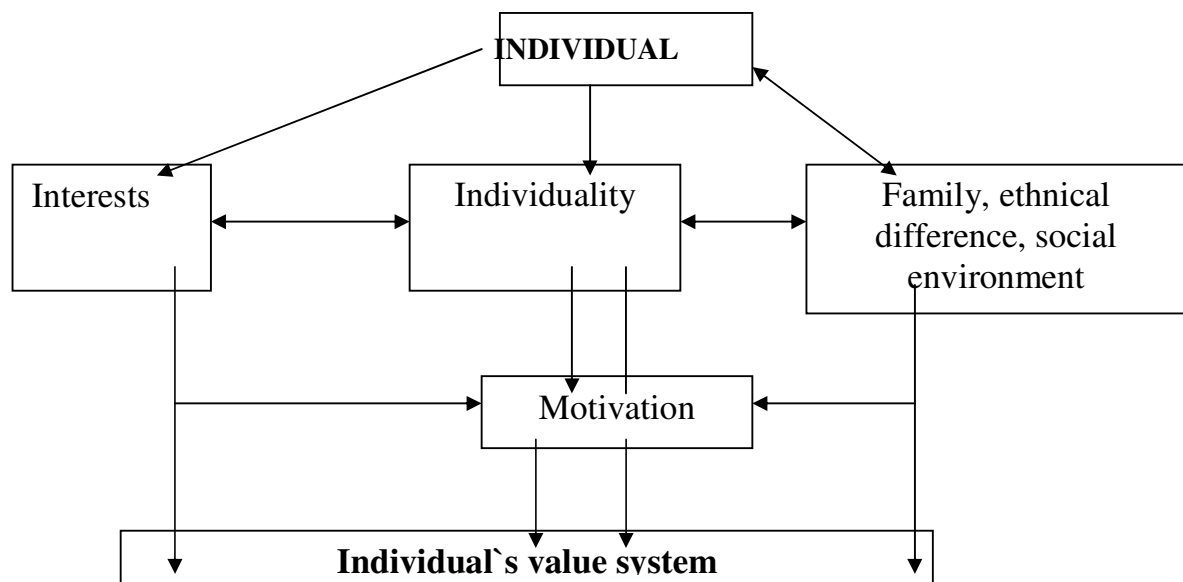


Figure 1 Factors influencing individual's value orientation

It is of high significance to have a harmonized and unambiguous individual's value system, which is also a basis of harmonized and well-arranged goals and plans in life. An individual can know the direction of his/her life, his/her sphere of activities, but sometimes s/he has no definite goal in life. The inadequacy of goals in life and abstractness of plans for life can be expressed in different life situations. If the goals in life are set inadequately, it is impossible to reach them; these failures have an impact on the further life [12].

The values an individual prefers determine his/her overall life orientation—it is the meaning of his/her life. The meaning of life is a future projection of significant social forces; it includes the most important things comprising individual's value orientation [1, 12].

The meaning of life is also a resumptive value, which includes various goals, ideals, and strives looking for the most important and relevant aspects, which relate these phenomena with a higher goal, idea, frame of reference [8, 114].

The meaning of life, explanation of the secret of existence “Who am I?” is participation in solving the tasks of society, creative work and activities changing the society. As a result, there are created prerequisites for development of individual's intellectual, emotional and other abilities. Only such life activities have an objective value and meaning. Position and

choice in human life are relative and changing because they depend on peculiarities of historical tasks on every stage of processes in society.

Culture is an important element in value orientation. It is a socially conveyed information system, which is a basis of individual's views and belief. Culture is the basic reason determining individual's values, needs and action. Any culture includes smaller components or subcultures, which allow its members to identify and communicate with other more specifically. Big societies are groups of representatives of one nation having specific taste and interests, specific lifestyle, geographical location etc. Belonging to a definite social layer, which is formed basing on occupation, lifestyle, income, welfare, is of a great importance. Consumer's lifestyle is an expression for the life conception; the final image is a result: life culture and individual situations and experience, which include everyday existence. It is a sum of the past decisions and future plans, which include several factors shaping life.

RHEI Arts and Crafts and Basics of Economics teacher specialty students of the 2nd, 3rd and 4th year took part in a survey. The total number of respondents was 50 students. The 2nd year students had already had the courses "Basics of Economics", "Microeconomics", "Business in Household", the 3rd year students had had a course "Macroeconomics" and the 4th year students had had a course "Consumer Science" in addition. These students had acquired the terms "needs" and "values" in the psychology and pedagogy study courses as well, however, the term "consumer's lifestyle" is acquired mainly in the study course "Consumer Science" and partially also in the economics-oriented study courses mentioned above.

Answering the question "What values can you name?" the answers were diverse. One of the values mentioned here is health. Material and spiritual values were domineering in respondents' answers; moral values, education and culture were also mentioned. Besides, family was also considered as a value, but 3 respondents could not name any value (see Fig. 2).

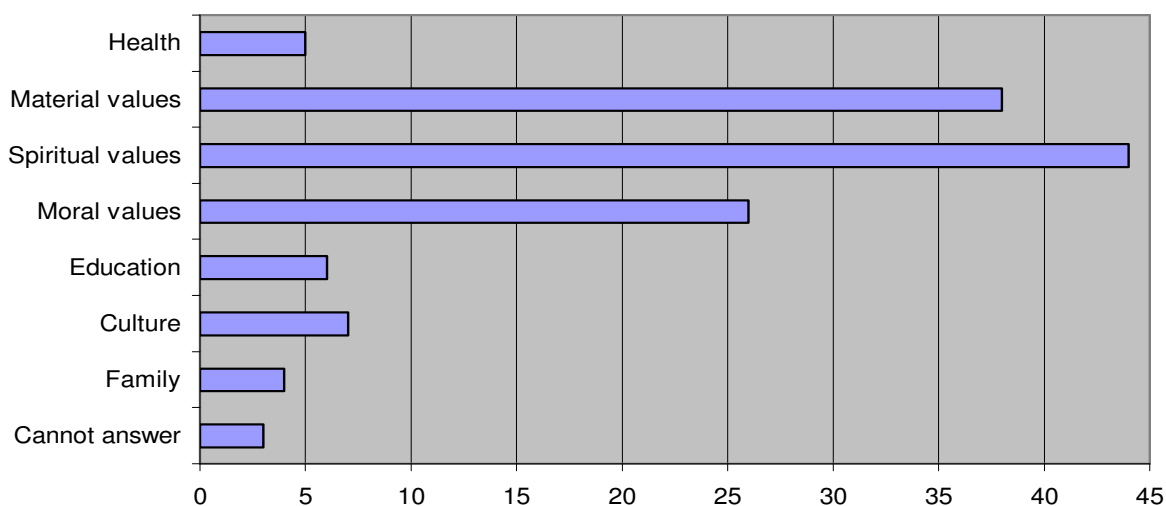


Figure 2 Values named by respondents

Answering the question "Do culture and social environment determine individual's needs and values?" all students responded that both culture and social environment influence the structure of individual's needs and values.

The answers given to the question “What is, in your opinion, included in the notion “consumer’s lifestyle?”” are very diverse: some students answered that it is what they buy; others responded that the lifestyle depends on the amount of available money. The respondents mentioned money, individual’s needs, desires and possibility to choose. Only a few students named individual’s habits, behavior and work schedule (see Fig. 3).

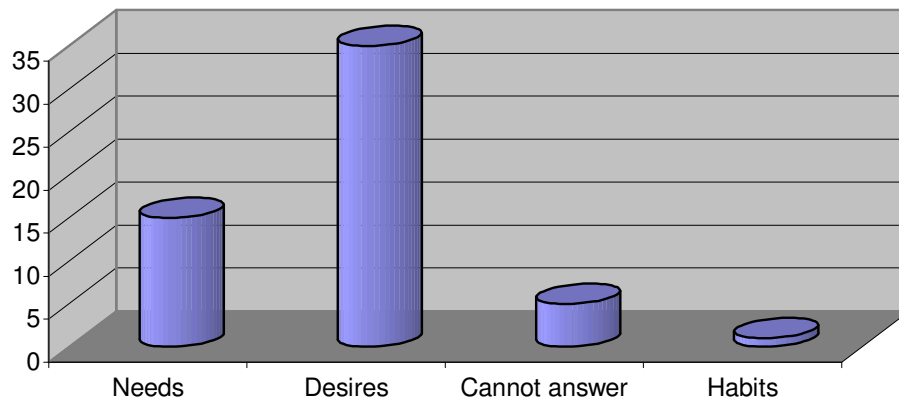


Figure 3 Factors included in the notion “consumer’s lifestyle” in students’ view

Answering the question “What values, in your opinion, are dominant in creating a consumer’s lifestyle?” students mentioned cultural values, education as well as material values and family welfare. Several respondents could not answer this question (see Fig. 4).

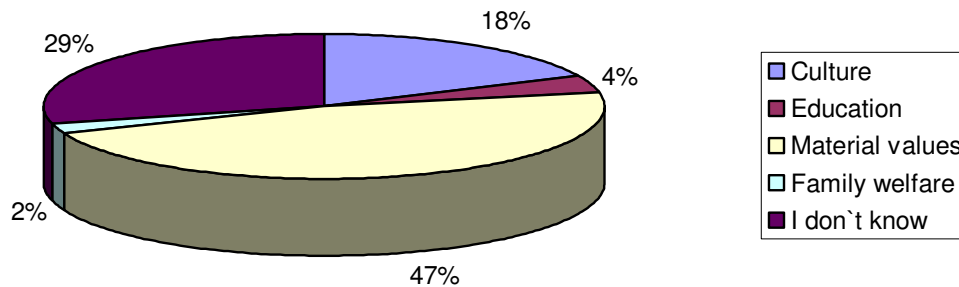


Figure 4 Values creating a consumer’s lifestyle

Answering the question “What role do values and needs have in creation of a consumer’s lifestyle?” some students consider that needs have a primary role, but others believe the values and needs, the more individual style. One more opinion—if there are no values and needs, there will be no human being. Many students consider that needs and values have a significant role, but they cannot ground their opinion. Furthermore, many respondents believe it depends on a definite individual (see Fig. 6).

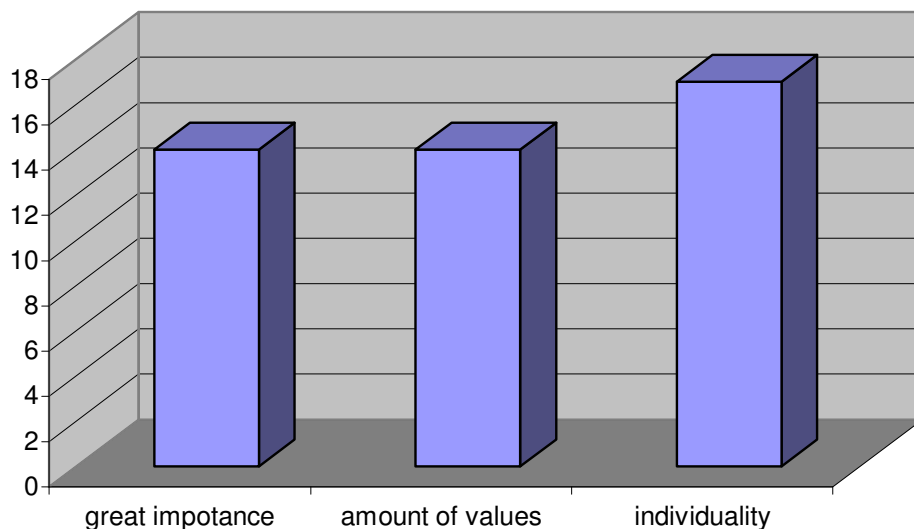


Figure 6 The role of values and needs in formation of a consumer's lifestyle

Analyzing separately the answers of the 2nd, 3rd and 4th year students, it can be concluded that the 4th year students connect the values and needs more with life skills, consumer's lifestyle, adaptation of a consumer in modern social-economical environment, but the 2nd year students have been able to provide answers to some questions.

Overall, the conducted experiment showed that not only in scientists' views, but also in students' views there is observed a transition from the material life quality values; it determines the consumers' lifestyle nowadays.

When the social order changes, there are observed rapid changes in individuals' mutual relationships, their world outlook, their goals and ideals. The value self-evaluation process as a reasonable result of individual's life dialectics is currently present in the whole society, and it is contradictory and dynamic. Under the new circumstances the role of an individual as a subjective factor is increasing. In order to ensure functioning of the whole society, there are put forward new requirements for an intellectual, spiritually rich, progressively thinking individual.

The conditions of the market economy put forward a requirement for a creative, educated, skilled and highly qualified specialist, who is able to offer himself/herself in the labor market and survive under the conditions of the market economy.

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Consumption and health: how people negotiate with habitus and agency²

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Introduction

Consumer behaviour is usually associated with sustainability, this means, with the health of the environment. But food and drinks, sport and gymnasiums, cars and streets, cigarettes and so on, are not only economic resources or environmental factors. They are goods that fulfil people's needs and they influence with the health of individuals. Therefore consumption has implications on the health of populations.

The World Health Organisation (1986) defines health as a resource that people should care for by choosing healthy lifestyles and participating in community choices. This normative definition has spread over all social institutions and addresses day-to-day attitudes and practices of individuals impregnating individual consciousness, as Foucault (1976) described for social regulation. But lifestyles are choices but are not 'pure' choices. They are shaped by 'habitus' in accordance with the position of individuals in social structure (Bourdieu, 1979) even if the individual is not confined to a previously constructed way of being. He or she is an agent with the capacity to transform the structured patterns of behaviour (Giddens, 1989). In this sense, lifestyles are deliberate choices. Modernity radicalises the mobility of opportunities and of information forcing individuals to be aware of choices (Giddens, 1990).

Healthy lifestyles refer to individual practices associated with health risks such as eating habits and exercise, tobacco, alcohol and drug consumption. They are presented as rational choices for the production of self-health, natural informed choices that individuals would make. But in fact they also demand effort from individuals to check the available products, to look for healthy products not always easily available, to invest time and even money, to resist publicity and so on. Mainly, they demand individuals to be conscious of risk in all their practices instead of being careless persons. (Crawford 1977). The rational choice approach ignores the social conditioning of life both in the sense of socio-economic circumstances and of symbolic needs. The healthy behaviour is socio-economic, gender and age diversified (D'Houtaud, 1989; Calnan e Williams, 1991; Blaxter, 1998).

The research

Our research takes place in Portugal, a country where pre-modernity co-exists with post-modernity, in accordance with its recent past of authoritarian and non-industrialised poor state (Santos, 1994). Democracy, industrialisation, open market and the welfare state are quite recent (since 1974). Since then, life conditions have greatly improved, namely by consumption of material goods. This means that Portuguese society has some specific features that are significant to our purpose: people have only recently accessed the free market consumption; the national health system is strongly medicine dependent, focusing on the cure and the prevention of disease and only scarcely integrating active health promotion into primary care services; and civil society is weakly organised with very few people investing in NGO's or participating with a sense of collective responsibility. Statistics show that, as a whole, the population doesn't seem to be aware of the consequences modern habits can have

² Subvention by FCT - Portugal

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on health, namely regarding modern habits of food consumption and sedentariness: 20% of adults are obese (Carmo et al, 2000); the majority of Portuguese adults don't practise regular physical exercise (Ministério da Saúde 1997). Statistics also allow us to hypothesise that there is a small sense of collective responsibility for the promotion of individual, collective or environmental health: Portugal has the European highest mortality rate by car accidents (Eurostat 1998/99); only 21% of the population participates in the recycling of domestic waste.

Our research aims to understand the point of view of people regarding their day-to-day practices connected to the official notion of healthy lifestyle. Through interviews we have explored the notion of being healthy and the main areas officially associated with healthy lifestyles (food, exercise, alcohol, smoke, waste recycling, prevention of disease). In this paper we will focus the practices more directly connected with consumption. In fact, we analyse the discourses about the practices and not the practices themselves. Discourse can reveal the intimate logic that sustain the behaviour, no matter what real practices can be.

Interviews have been conducted in a quite non-directive and open method. An open guide for the interview has been constructed by the six interviewers. Instructions for interviewers included not only the guide but the main methodological attitude: the interview is a conversation where the interviewee is made to feel our interest in understanding him or her and is happy to collaborate with us. The guide has been constantly discussed. As research progressed the interview guide was modified to make questions more in-depth. The interviews were divided into groups for which the introductory question was always the same.

We interviewed each person twice. There was a minimum time lapse of a month between interviews. The first interview began by asking how the interviewee evaluated her or his own well-being. After exploring that notion, the interviewer asked information about day-to-day life asking about the detailed occupation and activities of the day before the interview and of the last weekend. This introduction gave complete freedom to the interviewee to talk about the aspects she or he considered of relevance. Only then would the interviewer introduce questions about the themes that have been previously decided: food and drink, exercise, body care, tobacco, condom, driving and litter. The interviewer tried to get more information about the themes that were referred in the previous answers and about those the interviewee hadn't mentioned. The questions were always addressed to the persons themselves, not asking for opinions but for information about their way of living. A final part of the interview asked for expectations about ageing and suggestions for the improvement of life in the town or village of the interviewee.

The second interview began with an open question about health "is health a matter of concern in your life?" and then explored the relationship with health and illness. The interview guide themes were the perception of the body, illness and its causes, forms of illness prevention and treatment, medical services, mental health and alternative medicine.

Results

For this paper we have made a preliminary analyses focussing specifically the data concerned with consumer habits. Basically, it appears that people, in general, adopt the more disseminated informations about healthy behaviour and integrate them to their day-to-day lives in a pragmatic way that avoids them from going against tradition, changing their habits or disturbing their comfort.

All our interviewees assert the importance of eating healthy food. But their notion of healthy food is quite different from the one of the professionals of health sciences. People believe they eat healthy when they eat traditional home made food, mainly if it is cooked with home

grown produce Home-cooked food is natural in the sense that it is not manipulated and that you know what it is made of: "I grow my vegetables without chemicals". They explain that, in fact, they only use the "necessary" chemicals for potatoes conservation, for corn growing without plagues, and so on. Being necessary and their use being decided and controlled by themselves, makes that those chemicals turn into a home product and will not transform nutrients into unhealthy food. This mechanism reminds us of Lévi-Strauss' explanation of cooking as an 'incorporation of culture' by human effort and time. In a similar way, buying food obeys to a logic of "good quality" where quality means fresh looking food bought from a trustworthy person. Those persons who don't grow their own vegetables and fruit or raise their own animals, or whose relatives don't supply them with them, are obliged to go shopping. They go to big supermarkets to buy all kind of things except meat, fish, vegetables and fruit. These are bought in local shops, from trustworthy persons that are the guarantee of freshness and healthiness. For the purpose of this research it is not important that this is not completely true as fresh products are widely sold in big supermarkets. What matters is that this is the vision people have about what good quality is and that they are convinced they apply that vision to their lives.

They often say that it is healthier to eat fish than to eat meat, or that people should eat vegetables. But, in their case, they explain, they mostly eat meat because their family doesn't like fish, or that they usually don't eat vegetables because their preparation is time consuming. Those who eat much fish justify it with the fact that they simply prefer fish. Taste and tradition appears to be the main criteria for the choice of food. It is well known that meat has a better status than fish and that salads are not usual in traditional Portuguese food. Cooked vegetables are usual in soups or some other dishes, in relatively small amounts. Taste and tradition appear also in the cooking methods with persons saying that they are more prone to boiling, grilling and stewing, but that yesterday they ate fried sardines because that 'is' the way of cooking them. As regards fast-food restaurants, the main attitude is "I go there from time to time. Why shouldn't I?". Implicit is the notion that this attitude is 'politically non correct' but that it is rubbish. People consume fast food if they like it, when it suits them or when they are willing to, if they can afford it. Financial reasons, together with taste, can be given for the little use at home of pre-prepared food stuffs. No expressed 'healthy' quality reason appears justifying this choice even if we can suppose it is associated to taste "I use fresh vegetables that taste incomparably better".

Our interviewees also say that physical exercise is necessary, mainly those who have urban sedentary lives. But indeed, all they do is walking a little in summer evenings or during weekends. Because, they say, they are not able to organise their lives in order to take time for physical exercise. Working and enjoying family life are more relevant priorities for well-being. The exceptions come from men who quite often play football once a week and from those, men or women, who enjoy a particular activity like football or hunting, fishing or gardening. The assumption is "I don't oblige myself to do exercise. I do it because it's pleasant". The availability of gymnasiums or swimming-pools, is often referred as the first cause for justifying their lack of exercise, a fact that is later contradicted. "In reality, there is a gymnasium... but the timetable doesn't adapt to my time schedule,... in other words, I don't want to force myself to go. I prefer to come back home and play with my daughter. I take her there twice a week." Habit and comfort seem to be priority factors in these statements, together with a day occupation centred on work and family life.

The notion that healthy lifestyles can improve health is known. But it doesn't seem to be assimilated. The attitude towards ageing reveals the paradox sustaining the logic of healthy lifestyle. Ageing is somehow a result of the way we live but the way we live doesn't guarantee

well-being in old age. "Getting old? I prefer not to think about it. I just hope I will not be dependent on others." "Well, ageing well is related to having a good life and to taking care of the way we live. But there isn't much that we can do about it, is it?". Destiny works as a good excuse for not facing the contradictions between real life with its limitations and opportunities and the normative life that points to you as responsible for the quality of your future life. "We may take some care of our health... but we mustn't let it command our lives!".

Managing life demands a capacity of adaptation to the present that in a certain way compels to avoiding facing the future in a realistic way. "I will do a lot of travelling with my wife; that is what I would like to do now but, for the moment, it's not possible". The main idea related to preparing for old age is financial: having the right to a retirement pension as well as having savings.

As regards recycling of waste, personal comfort and tradition are concerned again. Almost all our interviewees separate bottles and other glass for recycling. Some of them do the same with paper because glass and paper are commodities which they consider a shame to waste. But only the majority of those who have recycling bins near their homes do it. Distance from the recycling points is the main reason for not collaborating with recycling. Plastics and other containers go usually in the litter bin, with very few urban interviewees separating them. For those who live in rural areas, the main preoccupation which they are proud of is the small amount of litter they produce, because: "It's a shame, people dirty the hills with all kinds of things. The litter goes through the earth into the water and that's horrible!". So, they recycle all they can use for compost and for animals food and they burn the rest, e.g., paper, plastics and all kind of other containers. "It makes a very dark smoke. It is probably not very good for the health... but it only lasts for a little while!". We can see how the information about environmental risks is reformulated in order to adapt to the traditional way of doing. Portugal has recently had a lot of media coverage on the subject of incineration. The majority of people are informed about the risk involved in burning plastics and other non-natural materials. A similar logic appears when well informed experts justify their lack of recycling with the fact that "anyhow, everything is polluted nowadays, so recycling domestic waste is useless". No interviewee has related the choice of products to buy with the notion of reducing the amount of domestic litter.

Concluding comment

Our results confirm that the rationality sustaining healthy behaviour or responsible consumption is very different from the rationality of scientific knowledge. As Massé (1995) has perfectly synthesised regarding health and illness attitudes, lay rationality is a cultural system that, different from science, integrates values and norms with previous experiences and it admits contradiction. Contradiction, in fact, is found when we only consider the knowledge about the dominant healthy discourse (the officially 'correct' one). But contradiction 'disappears' if, together with that knowledge, we take account of the other forms of knowledge. These forms are tradition, taste, management of day-to-day time, money and occupations, etc.

It is that cultural system that interferes with information and education aimed to changing attitudes. This means that promoting health, healthy lifestyles and responsible consumption needs to be faced as a cultural action rather than a merely informative one.

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Consumer citizenship for life quality in Latvia

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Introduction

Since renovation of independence in Latvia in 1990, there are so many very urgent things done: democratic state system is established, the liberal and open market economy is functioning, Latvia successfully achieves integration process within international structures. Although economical development of Latvia has been rapid enough, nevertheless there exist some development restrictive factors in Latvia economy, which can obstruct the economical progression in the future. Accordingly, to ensure integrated and sustainable development, one of the main tasks of the government is to minimize disproportion, which is formed up till now, and to exclude shaping up such disproportions in the future. A low level of using qualified human resources and manufacturing production with a little value added characterizes Latvia economy. Such model is not able to provide satisfactory income accumulation and to make capital investments and to assure the rate of dynamic development of economy, consequently it doesn't contribute to achieving a high level of well being in the future.[1]

The situation is complicated in Latvia. Higher education, which has experienced a quantitative jump with increase eminent number of students, is not able to provide respective qualitative indicators. New specialists have not well enough links with the labour market and they have not well enough accordance to market demands. There is a necessity to continue work for improvement of the study quality and integrate applied and fundamental research to promote the innovation process and development.

Regional social-economical differences exist in Latvia nowadays- nuances of nature and cultural environment, differences in traditions and local economical activity, diversity of incomes. Regional evaluation is unbalanced; local preferential is not used expediently. Latvia becomes a state with a fragmented administrative system. Social economical and political unhomogeneity hinders the integration of the Latvia society. Additionally objective economical problems lack self-awareness, susceptibility and belief in themselves and the government for a part of the society of Latvia is high significance. The people feel helpless and they are not able to change their life, adapt to new circumstances. The demand for high-qualified human recourses, what are able to quick detecting innovations and to acquire them, increases. The expectations increase in the labour market for young people with good education. [1] Sustainable development is oriented to the people and its aim is to develop living conditions, preserving nature and environment. A question arises about the life quality, not only the existence level. The Latvia society would like to join European Community as equal partners with certainty.

Within nowadays understanding in the structure of democratic authority of a civilized society a significant place is taken by consumer rights and their protection. Fifteen years long occupation regime in Latvia forbad speaking about civil society, therefore democratic processes in European meaning essentially came in or precisely regenerated only in the last century at the end of eighties, when the Soviet Union crashed and Latvia recovered its independence.

It is necessary to consider these circumstances analysing and estimating protection of consumer rights in Latvia in the existing situation. The following aspects are important:

- legal provision of consumer rights protection in Latvia legislation;

- understanding of different parts of society about and attitude toward consumer rights and mechanism of guaranteeing it, possibilities and meaning in anyone’s life;
- readiness of state structures and companies and entrepreneurs of different services and manufacturing to respect and implement protection of consumer rights.

There are different questions integrated in Latvia consumer rights and protection area: legal, social-psychological, educational, pedagogical and economical. An aspect of legal-lawmaking is overall coordinated according to the European Union normatives in Latvia. The task of this article is to survey educational and social-psychological aspects more detailed.

Methods

Research in how consumer education influences the life quality was made in the Institute of Education and Home Economics. There were 60 students of home economics teachers and social science speciality from part time studies involved in the research. A questionnaire about students interest of lifestyle different aspects and following life quality was done twice- at first in the first semester and then in the 6th semester.

Results and discussion

Household has a special meaning in the context of sustainable development. People are living around their house and materials and energetic processes and rotating around. We can’t imagine the existence of a human being without using natural resources and environment. These processes must be well balanced between needs of people and maintenance of environment. It is one of the life quality criteria. Everybody can influence to self-life-style using resources and in such a way contribute for sustainable development. Natural circumstances, the demographical, social and economical situation determine the chosen way of changes in families in households and in wider meaning. [2]

The improvement of human well-being requires strategy changes of priorities of development (IUCN etc.1991.) [3]:

- accessibility of recourses for acceptable life standard, keeping demands of sustainability;
- level of health and food, which ensure long lifetime and healthy life style;
- availability of education, what allows to realize the individual potential and to contribute for the society well-being, for each personality;
- possibilities of paid employment.

All these priorities are very important for development of human well-being in Latvia.

The main global tendencies of changes in the world are: increasing population, drastic growth of food consumption, flying urbanization, degradation of nature resources, pollution of environment and possibility of global warming. The vision of the future is in social stability, liquidation of poverty, and equality of rights, maintenance of environment. It is achievable by sustainable development. The analysis of the Latvia changing position with the situation in the world is given in Table 1 by the side of the dominating problems. The overall Latvia situation within sustainable development is more than positive than in the whole world in many parameters.

Table 1

Comparison of the dominating problems [2]

Problem	In the world	In the developed countries	In Latvia
Provision of	deficient, part of	enough, healthful ,	enough, but part of

food	inhabitants starve	accessible	inhabitants have difficulties to access
Food quality	low	high	satisfactory
Life style	unwholesome	healthy	incorrect
Individual interests	survival	common interests of society	to improve elementary conditions of life
Demography	excessive birth-rate	controlled birth-rate	birth-rate critically grown down
Urban conditions	inhabitants migration to the cities	rural area as life and rest area	relative stability
Influence to nature	extensive	intensive	diminished
Key resources : <ul style="list-style-type: none"> • earth • water • woodland • biological variety 	degraded lack decrease decrease	impure enough to remain intact efforts to maintain	wasteland fullness increase to remain intact

There are preconditions, which give possibilities for conformable economical, social and environmental development in Latvia.

Different conditions and criteria influence the life quality. Those choices sometimes depend not only on personal aims and priorities but also on the system in which the society lives. Education is one of those very important criteria, what determine the life quality- attitude toward themselves, selection of friends, society and environment. That is why consumer citizenship for the life quality is surveyed exactly from the educational aspect. We have not yet defined understanding about consumer citizenship in Latvia. There is civic education on all educational levels and consumer education integrated in several study subjects. Latvia society is at the crossroads between cultural creator and consumer society. Many people, especially young people are not believed to be able to influence the state processes. That is why special attention is paid to creating citizenship understanding in schools.

“On the bases on citizenship education is the idea of free, creative and responsible personality development in family, in school and in the society in Latvia. There will be self-dependent thinking, creative, social responsible individuals, to whom the Latvia’s future and independence are important, as the result of citizenship education. Citizenship education must help pupils to orientate within the processes in national economy, politics, culture and ethnical traditions of Latvia inhabitants.” [4] Different influences on the pupils within citizenship upbringing are described in Figure 1. The pupils have many different influences from

different sides such as: state, local society, peers, mass- media, educational establishment, professional skills, foreign experience influence, culture and traditions.

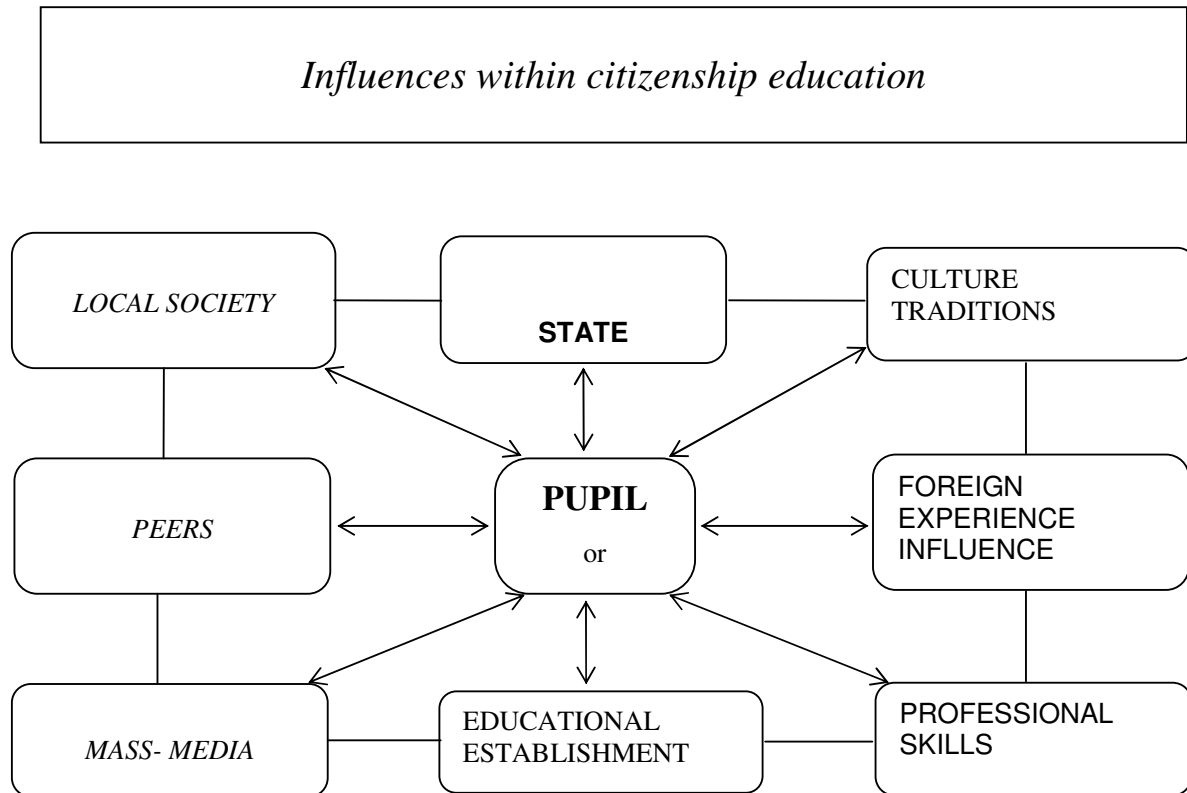


Figure 1. Different influences within citizenship education [4].

This understanding is very close to the European definition of Consumer Citizenship: “Consumer citizenship is when the individual, in his/her role as a consumer, actively participates in developing and improving society by considering ethical issues, diversity of perspectives, global processes and future conditions. It involves taking responsibility on a global as well as regional, national, local and family scale when securing one’s own personal needs and well-being”. [5]

Human- consumer is a person who knows how to cohabit with nature and science in the way that nobody is a loser. There we can speak about contiguity of nature and human being culture, because only in this case life will achieve the best quality. We must educate our children and ourselves for a non-stop learning process in different life areas. Nowadays we have a necessity for knowledge in security, social and economical environment and health.

The aim of consumer education is to give the possibility for everybody to be able to control his/her life. One of the long-term goal is to acquire the knowledge for young people to be well-informed, provident and responsible consumer.

The consumer education nowadays in Latvia is not organized as a separate subject in schools. The knowledge about consumer education is integrated in many school subjects as economy, social science, home economics, household, biology, sociology and others. [6]

On the University level there are also not special separate study subjects, but consumer education themes are integrated in different other courses. At the Latvia University of Agriculture (LLU) consumer science are thought in economy theory for all students of the

LLU, in household economy for home economics teacher students and in food quality for food technology specialists. Consumer education is developed in several higher educational establishments in Latvia, for example, in Rezekne Higher School. Further education possibilities are on the way of developing.

Consumers have responsibilities as well as rights. They should be competent to communicate their satisfaction when things go right and their dissatisfaction when things go wrong. Consumers should have intelligibility about their own needs and desires and they must also feel sure that their actions may have far-reaching effects. Consumer responsibility also comprises more global things. For example, here are local possibilities to produce ecological food for nutrition of inhabitants of Latvia and it could be very gainfully for developing the living standard of the local farmers, workers and everybody. But it is our responsibility to understand why things sometimes go wrong and to act adequately to raise the standards of life. Rights and responsibilities are closely related to responsible consumer behaviour. It is absolutely necessary to know the most important laws and to have basic knowledge of the organizations, which exist to offer consumer advice to protect consumers from unscrupulous and unsafe trading, because sometimes the complexity of the nowadays marketplace can make consumers extremely vulnerable. [7]

Analysing social-psychological aspects of consumer education there are several problems in Latvia:

- high increasing amount of information within consumer rights and responsibilities, what are rising up because of essential increase of the rights area in Latvia comparing with the recent Soviet times;
- depression of a big part of the society, what is rising up because of economical factors;
- the learning process of democracy in Latvia is not easy. Every day on TV we have information about different kinds of illegality in the state economical and administration processes.

The attitude of the society towards consumer science is very different.

Research work about students' interest in the life quality in the Institute of Education and Home Economics in the Latvia University of Agriculture has been done. The estimation criteria were taken from the European Module for Consumer Education [8]. There were included the following aspects: political, cultural, environmental, economical, biosocial, legislation and obligation for the consumers and psychological aspects.

Table 2

Students' attitude towards different aspects of lifestyles

Aspects of lifestyles	1 st semester	6 th semester
Political aspects: political strategy rules and regulations in education	25 %	92%
Cultural aspects: - cultural heritage - different needs and lifestyles - interdependence between housing, eating habits, health and lifestyle	74%	89%
Environmental aspects:	58%	76%

- sustainable use of resource - environmental ecology		
Economic aspects: - managing own finances - individual economic needs - state economic level -economical stability	82%	100%
Biosocial criteria: -how many children in a family	69%	51%
Legislation and obligation for the consumers: - general principles of consumer rights - general aspects of advertising - consumer organizations responsibilities and obligations of a consumer	46%	97%
Psychological aspects: - satisfaction with own' life - lifestyles and their influence on health - stress management - communication in family and in work - love- unalienable component of life - free time activities, hobbies	37%	83%

Research results about students' attitude towards different aspects of lifestyles are shown in Table 2. Judging by the research results it is obvious that at the beginning of studies students have middle interest about lifestyles different aspects, but after three years of studies their attitude has been changed. They have got more information and experience within consumer education and many other study courses and now their opinions are more clear and convincing. We can say that consumer education has a straight influence on lifestyle and life quality.

Finally we can concretise consumer citizenship education (CCE) needs in Latvia:

- developing unified understanding of CCE;
- acceptance of CCE on the state level;
- to create CCE programs similar to the Europe level;
- preparing specialists who will be able to realize these programs;
- developing further education within CCE.

Conclusions

There are the following aims for sustainable development of Latvia households: enough quantity of qualitative nutrition; healthy, environmental friendly life style; good education; and paid employment. Sustainable development, what is the basis of our country politics, is possible development of consumers' habits and quality of production.

There is a lack of teaching aids and materials and guidelines for teaching consumer education at school. A better situation is on the university level; there consumer education is integrated in economics and household economics and nutrition – food quality study subjects in several

higher educational establishments in Latvia. Study possibilities for further education of students within consumer science are not available at all. We must create such a kind of education module, which stimulates qualitative professional education, what includes consumer sciences for all educational levels and provides efficiency and competitiveness. Latvian society's awareness within consumer education is insufficient, except on the higher educational level and amongst professionals working in the consumer education field, but it is necessary to strengthen the conceptual initiation of consumer citizenship in Latvia. The concept of consumer rights and responsibilities is contextually widened and it approaches the European understanding.

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Personal responsibility for ethical consumption –a challenge to education for a sustainable future

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Introduction

The most challenging problem of the society in the beginning of 21st century will probably be management of global processes and bringing sustainable development to life. Whenever a man is facing a dilemma, requiring entirely new approach, he/she goes back to the very beginning, to the rethinking of those concepts which underlie all subsequent decisions. So, if Sustainable Future will only have a chance when the decisions of highest political forums turn into an everyday behavior of people and organizations, before going into more details about consumer behavior we need to return to the fundamental concepts of human behavior and management.

If management is a myth, what is guiding society?

Some ideas are so unbelievable (or dangerous) that could be presented only in humorous way. One of them is the famous Murphy's law saying that "The first myth about management is its existence". (Bloch, Arthur, 1991) For a long time already the theory of self-organization is trying to convince us that human systems couldn't be managed in a classical, directive style, because a man, and also the organizations and the society have the ability to choose their behavior instead of being in a state of subordination to their environments. Thus, if our goal is to increase the chances for the purposeful influence on the behaviour of individuals, organizations, and society, the first question to be answered is "How the individual chooses his/her behaviour?"

Only a few people would challenge the thesis that human life is an infinite series of choices directed towards satisfaction of our needs. We have innate instincts for physical survival but actions of others are exactly what turn the primary physiological drives into system of needs, adding through learning new kinds of needs. Every action of others emanates to the child messages for the preferred objects or types of behaviour. In that way storage of information is accumulated in mind, which in a certain moment brings to the creation of first "cognitive map", with one of its most important elements being the value system. Through interactions with others the child generates notions about 'important – unimportant', 'right - wrong', 'nice – ugly', 'good – bad' etc., i.e., creates its criteria for behavioural decisions. That is exactly the value system which includes *beliefs, attitudes and values*. Beliefs and attitudes allow people to interpret – logically or emotionally – the world, but they don't attribute valuations to things according to their importance to the individual. Everyone, however, has in mind the hierarchical picture of 'things of life', showing what place we assign to different objects, phenomena, and events according to their importance to us. The development of that hierarchy is a result of criteria which in their totality are named *values*. It is the value of different groups of needs that orders human behaviour.

What happens when people set up an organization? Different people have different values, of course, so in the very beginning, when the organization has just been created, the gathering of individual values appears, which is some how chaotic. Later on, a very important process of 'superposing' of personal value systems is taking place under which 'zones of coincidence' emerge. This is the way for a common, organizational value system to appear. The closer

value systems of members are, the more 'zones of coincidence' will appear and if those 'zones' could be turned into the basis of the official organizational value system, the behaviour chosen by management will be treated by members as personal choice and not as imposed from outside. Collective value system, therefore, could be viewed as the basis for management while the management itself could be defined as the process of "creating, maintaining, changing and using the collective system of beliefs, attitudes and values". (Uzunova, F., 2000)

Individual's values, according to M. Rockich are two kinds – terminal, which are criteria for choosing the terminal human goals, and instrumental, which are criteria for choosing the ways of goals' fulfilment. (Rokeach, M., 1968) Terminal values form the hierarchy of needs, i.e. order them depending on their importance and answer the question 'What am I living for?' But the vast variety of human needs could be satisfied only with the participation of other people, who also are trying to satisfy their needs. Because of that instrumental values appear as a compromise between personal free will and the necessity to take into consideration other people needs. They answer the question "Which are the permitted ways of satisfying my needs within the society?" Such dividing of values could be found in collective value system as well. Being a result of 'zones of coincidence' it could play a part of criteria for choosing 'common organizational goals'. But the organization has to take into consideration interests of other members of society.

Thus, management, understood as an achievement of fully predictable behaviour of people and organizations through force and instructions may really be a myth, but it is possible to gain our purposes using values to stimulate motivated behaviour.

Global responsibility because of global interdependence

So, man and organizations are choosing their behavior on the basis of values and the development of collective value system makes the management of organizations and society possible. People agree to limit consciously their personal free will only because they depend on each other in the process of needs' satisfaction. This interdependence could be explained through one of the most interesting characteristics of self-organizing systems named autology. The literal translation of autology is self-knowing. In that case, however, the question is about a broader characteristic of systems, indicating the fact that the observer (one who defines, examines and eventually manages the system) appears to be an element of the system as well. Autology generally speaking is a "feature of those concepts that can be applied to themselves" (Von Foerster, H, 1984), and in some cases are a necessity for their own existence. The highest level of complexity in a social world is society as a whole, which is playing the part of environment for the rest of the social systems. Both the individuals and social groups, including organizations are its elements. The fact, however, that these elements are self-organizing systems themselves and have the ability to choose their behaviour, leads to a new understanding of the very concept of environment, i.e. social systems in fact create by themselves their environment and being the biggest self-organizing system, the society is both the result of and the prerequisite for the functioning of smaller self-organizing systems – organizations, social groups and individuals. And these smaller self-organizing systems through the choices of their behaviour both 'create' their environment and react to its influence. Here again, the principle of autology and the situation when every end is a beginning could be observed. Practically society, organizations, and individuals constantly mutually adapt to the changes in their complexity and that happens through the choice of behaviour.

The more society develops the more people are getting dependent on each other which forced the creation of the world collective value system, specified in the concept of sustainable development.

Between the dream and reality

Although to reach the agreement on the concept of sustainable development as the agenda of 21st century was a difficult task itself that was an easier part of the way. Much more efforts will be needed to bring it to life. Unfortunately, a lot of people still don't believe in success considering contradictions in interests almost insuperable. Is it possible indeed and how to achieve such a goal if people are so different? Individual's value system is unique and is a personal ideal of 'well being' (terminal values) and of 'ideal patterns of behavior' (instrumental values). Individual's value system, however, is a dream which have to be turned into reality. That means the environment to contain all the necessary conditions for a man to survive and develop in accordance with personal abilities and efforts. But the environment itself is dependent on human actions. Our aim, therefore, should not be understood as creating one and only ideal of 'good life' and its reproducing in all people. Our aim should be to reach the system of collective values, which being a basis for choosing the behavior will ensure an environment for every man allowing personal ideal to be created and fulfilled without entering in conflicts with other people. And having in mind that this collective value system should be used for taking different kinds of decisions it should be specific, i.e. should contain standards of behavior and quantitative parameters. The totality of behavioral standards will form laws, which will become the ground of management and judgments. The totality of quantitative parameters is what we name 'quality of life parameters' and what should be the minimum level of economical and environmental conditions which society grants to every man as a starting point to his/her life's prosperity. The following system of collective values could be drawn from the concept of sustainable development, which may later be specified:

- *Terminal values of society*: the right for every man to live and progress depending on personal abilities and efforts; minimum living standard for everyone; healthy living environment for present and future generations.
- *Instrumental values of society*: safeguarding the diversity of all kinds; ensuring the right of every man to take part in decisions; personal responsibility for sustainably responsible behavior; responsibility of institutions and organizations for sustainably responsible behavior.

We will elaborate further on personal responsibility due to our understanding that the dream could be turned into reality only if individuals undertake their 'part of the way' to that vision of society, i.e. if they recognize their responsibility.

Personal responsibility for ethical consumption

In our opinion personal responsibility corresponding to the idea of sustainable development could be sought out in the following directions:

1. Personal responsibility for consumer behavior conformed to the criterion for the efficient utilization of resources.
2. Personal responsibility for consumer behavior conformed to the criterion for environmental protection.
3. Personal responsibility for 'being a citizen of the world', i.e. for engagement in social activities and seeking the possibilities to influence decisions at all levels towards sustainable values.

4. Personal responsibility for accepting the diversity of values, cultures and behaviors and for refusing to decide problems by force.
5. Personal responsibility for handing down mentioned above values to the future generations.

The behavior which falls within the framework of the first two directions could be defined as *'ethical consumption'*, while the behavior corresponding to all directions may be named *'sustainably responsible behavior'*. The last three directions, even very important, fall outside the problem area of that paper, so we will concentrate on ethical consumption.

We propose the following working definition:

Ethical consumption means consumer behavior stemming from turned into personal values understanding of interrelated social, economical and environmental issues of the present day and the future and leading to self-restrained consumption in respect to its amount and environmental soundness.

The efficient utilization of resources is a problem, connected with two parallel realities of our time. The first one is the fact of exhaustion of un-renewable resources and the second one – the increase of over-consumption based on the present model of economical development through stimulation of consumption. One of the most serious problems related to sustainable development is the natural resources utilization and particularly the un-renewable ones. Its importance is particularly big with regard the opportunities of future generations to be guaranteed. But as it is well known, along with the increase of living standards in the developed countries, a situation arose which was documented very vividly by Sir Terence Conran: “There was a strange moment around the mid-1960s when people stopped needing and need changed to want ... Designers became more important in producing ‘want’ products rather than ‘need’ products, because you have to create desire.” (Whiteley, N.1993) One research shows that “Over 80% of Americans believe that they consume far more than [they] need.” (Merck Family Fund, 1996) This senseless and needless over-consumption, however, causes the waste of natural resources (a big part of them non-renewable) for the production of unnecessary products. If sustainable development aims to reach the efficient and conformed with the future needs usage of resources and to ensure a minimal living standard for all the people on the Earth; it is a must then consumption patterns to be changed. The question is ‘How?’ What should be understood by ‘normal amount of consumption’ in society where the basic measure for ‘quality of life’ is exactly the amount of consumption? In our opinion, it is not possible, nor necessary to set standards for the amount of consumption. Again individual values should play their part here as self-imposed limits. The process of ‘normalization’ of consumption will not be an easy one, because it is not only the income which exerts influence on personal choices. The income may not even be the leading factor for buying in most of the cases. This phenomenon could be observed now in Bulgaria and probably in other countries as well. A family, for instance, may not have enough income to provide itself including children, with healthy food but at the same time may have a car, usually second hand, and spend money for petrol even if the car is not a necessity at all. It is a long time already since the consumption became much more a symbol than only the need. So if we want to change consumer patterns we need to change symbols, which mean to change values. In contrast to the amount of consumption, the way of usage of products/services as well as their disposal is subject to clear definition with respect to efficient utilization. A lot has been done in many countries in that direction already concerning power and water usage, separation of wastes etc.

The second aspect of ethical consumption is connected with the ensuring of healthy living environment. Individual can meet that requirement by consuming ‘green’ products/services

and by confirming his/her behavior to the demands of environmental protection. It is the responsibility of business, of course, to put into practice Design for Environment or Integrated Product Policy, i.e., to design the whole product's/service's life cycle – production of materials, in-factory production, distribution, use, and disposal of the product – with respect to environmental protection. No lesser, however, is the responsibility of consumer to give preference to those very products/services in spite of his/her present and possibly fixed consumer habits. Very promising in this respect may appear to be close relationships between business organizations and their clients. One of the most challenging schools in management today is knowledge management according to which in a complex and dynamic environment organizations should get more and more opened to it in order to obtain enough information and to reach quicker respond. One of the most important aspects of that openness should be to the clients. Having in mind that they don't have sufficient knowledge both to understand thoroughly the usefulness of 'green' products/services and to make a distinction between the different markets offers, producers have to turn into educational institutions for their clients. This kind of education, however, has nothing to do with pseudo-education pouring from commercials now. Clients' education should allow them a possibility to gain insight into the entire process of eco-design with special emphasis placed on the stages in which clients are taking part – usage of products/services and their disposal. On the other hand clients should 'educate' organizations either. They have to take active position and help in development and improvement of products/services. The means to reach such communications could be traditional – through direct contacts. A lot of chances, however, provide Internet as well.

'Sustainable education' for sustainably responsible behavior

The next important question to come is what shall we start with in order to change things and achieve the vision of the future – Sustainable Society? Bulgarian writer Todor V্লাйков had said a century ago: "People should be educated. Any nation, no matter as much and no matter what rights it has, deprives itself of them if people are not educated". Because only through learning and education the instrumental value named responsibility could be created, i.e. understanding about the importance of personal behavior, about the connection between personal efforts and satisfaction of needs, and the realization of necessity of mutual support, i.e. global responsibility.

The only acceptable possibility we have, therefore, to achieve change is to seek for a change in values, and the only adequate tools for that are learning, education and persuasion, through which to build in sustainable values in any present and new-born man. That is a task of great complexity, because it requires simultaneous and non-contradictory influence on people from a lot of aspects and levels – family, schools, system of law, producers, local and state administrations, universities, religion societies etc., etc. Special importance that very task has to countries like Bulgaria, where the vast majority of people still had never even heard of sustainable development, or if they had, that probably was only from headlines of world events. The task gets even harder due to the enormous amount of problems people are facing, and the lack of energy and willingness to spare time for such kind of education. That is why, the most efficient way in our opinion to start doing things in our country is to develop a system model for managing the change in each of above mentioned fields with aims, objects, target audiences, sources of resistance, corresponding changes in other areas, agents of change and so on. We also think the effect will be greater if we start from schools and universities. Teachers should be trained; curricula and teaching materials have to be developed in order from the first to the last year of studying ethical consumption and sustainable development to be discussed in different courses. In all other courses where it is appropriate additional topics

should be added as well. What we need to reach through the education is not only to make students familiar with goals of sustainable development and parameters of sustainably responsible behavior but first and foremost to give them proofs that every man counts in that process and carries his/her responsibility, that every act of buying or not-buying is 'voting', i.e. taking a part in decisions or direct politics towards the future. (Beck, U., 1999) In that way, starting with children and students we will trigger the change exactly in that very important moment when the first 'cognitive map' creates and the first value system as well.

Sustainable Future could be more a dream than achievable reality in the eyes of many people. But let us not forget what Martin Luther had said so many years ago: "Everything that was done in the world had passed through our dreams".

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The new consumer status and Modern *e u r o* consumerism.

University concept, supported with association research
and learning living cases.

IN TABLES AND STRUCTURES
FOR ACTIVE PRESENTATION WITH COMMENTS

LIVING CASE No1 JUST ONLY PENCIL OR CONTINENTAL PENCIL STORY

KEY WORDS FOR INTERPRETING

Dilemma in black and white * Spectrum in grizzly colouring * Rain-bow miracle *
Fashion design in neon lights

India Kerala pencil * Pencil a la governor * Kotler`s pencil * Ikea pencil

UNIVERSITY CONCEPT

- Figure 1 Ethical Consumer Dilemma as a Challenge
- Figure 2 Creative PENCILS for Design University Concept
- Figure 3 Modern *e u r o* consumerism models
- Figure 4 Modern *e u r o* consumerism models with characteristics
- Figure 5 Mission CCN Conference Paris, 2004

LIVING CASE No2 INCREDIBLE WASHING STORY

KEY WORD FOR INTERPRETING

Oldest open air laundry * Latest models of washing machine * Learning dilemma *
Sustainability paradox * Watering– Washing – Wishing

ASSOCIATION RESEARCH

- Figure 6 Associated university consumer education
- Figure 7 ASC regular mini cases research
- Figure 8 Over Europe -Trusting of consumer associations
- Figure 9 Pan Europe – distribution euro research channels
- Figure 10 TRANS EUROPE – back to ethics dilemma over continents

Figure 1

Ethical Consumer Dilemma as a Challenge

<i>Consumer Dilemma Based on Pencil Story</i>				
CONSUMER FOCUS	Printing	Portrait	Pictures presentation	Painting Gallery
<i>Full Spectrum Ethical Dilemma</i>				
DILEMMA SPECTRUM	INSIDE	INTERACTIV	INTERDISCIPLINARY	INTEGRATED
DILEMMA LEVELING	Basic Dilemma	Analytic Timing	Dynamic Time Series	Modern Development
TIMING OF DILEMMA	Static	Just in time	Dynamic expanding	Long time
<i>Consumers Dilemma Approach for Washing Story</i>				
DILEMMA MODEL	COIN	FEEDBACK	EXPANDING & DIVERZIFIED INNOVATION	SUSTAINABILITY
CONSUMER STRATEGIES	Traditional Consumerism	Professionalism	Education & Learning Consumerism	Consumer Citizenship

Source: Jarmila Tkacikova, CCN UNESCO PARIS, 2004

Figure 2 Creative Consumers PENCILS for Design University Concept

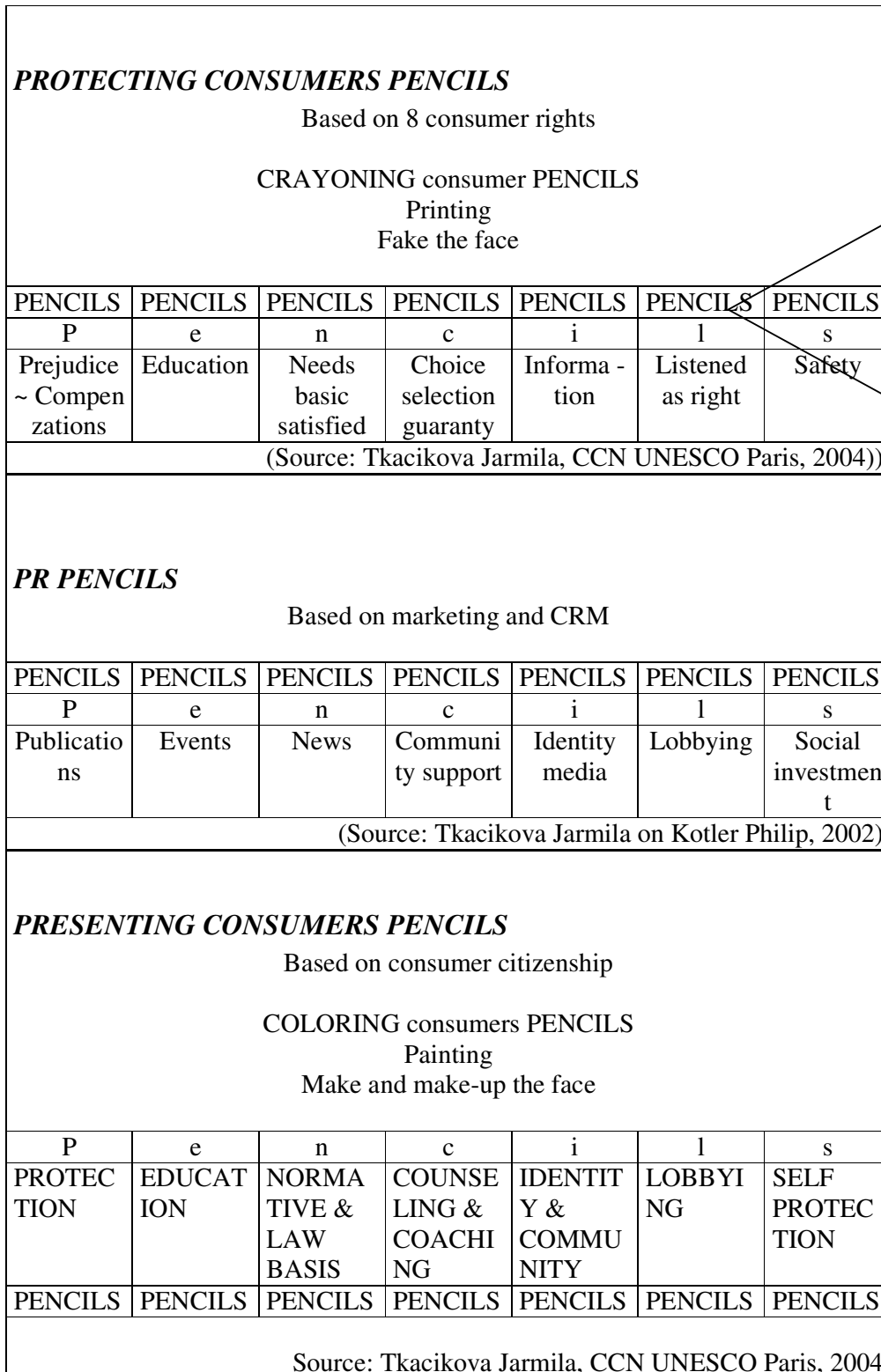


Figure 3

M
Modern
Euro
Ecology
Consumer
Rism
models

Society

STATUS
ADVOCATE

Consumer as
CUSTOMER

TRADITIONAL CONCEPT

Dilemma as CHANCE	Dilemma as CHANGE	Dilemma as CHALLENGE
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Source: Tkacikova Jarmila, CCN UNESCO Paris, 2004

Figure 4

Modern e u r o consumerism models with characteristics

EURO CONSUMERISM MODELS	OFFICIAL EURO CONSUMERISM	ASSOCIATION EURO CONSUMERISM	PARTICIPATIVE EURO CONSUMERISM
CONCEPT	TRADITIONAL	PROFESSIONAL	MODERN
LEADING ROLE	CUSTOMER	CONSUMER	CITIZEN
ROLE PLAYING	USER	DECISION MAKER	SELF DIRECTOR
STATUS	ADVOCATE STATUS	ASSOCIATE STATUS	ACTIVATE STATUS
STRATEGY	PROTECTING	PROBLEM SOLVING	PROGRESSING
MISSION	U S I N G	C H O O S I N G	C R E A T I N G
Jarmila Tkacikova, Pavel Hrasko, CCN UNESCO Paris, 2004			

Figure 5





MISSION CCN CONFERENCE PARIS 2004:

Using, Choosing, Creating ...THE FUTURE...

Figure 6

Associated university consumer education

	<p>12 years history of Professional Associated University Consumer Education</p>	
<p>Association of Slovak Consumers & Faculty of Commerce Department of Marketing University of Economics Bratislava</p>		
<p>ACREDITIED UNIVERSITY COURSES AND PROGRAMMES, SUPPORTED WITH UNIVERSITY EDITION PRESS BOOKS</p>		
<p><i>CONSUMERS THEORIES & APPLICATIONS</i></p>		
<p><i>CONSUMERS POLICY</i></p>		
<p><i>CONSUMERS EDUCATION</i></p>		
<p><i>PhD. CONSUMERS STUDIES</i></p>		
<p>COOPERATION WITH UNIVERSITIES in NITRA KOSICE BRATISLAVA</p>		
<p>INTERNATIONAL RESEARCH, GRANTS, PROJECTS</p>		

PHARE, VISGRAD, ERASMUS

Hrasko Pavel, Association of Slovak Consumers, CCN UNESCO Paris, 2004

Figure 7 ASC regular consumers mini cases research

<p>UNIVERSITY COURSE</p> <p>CONSUMERS THEORIES & APPLICATIONS</p>
<p>6 CONSUMERS MINI CASES</p> <p>Regular for cca 350 academic university students per year</p>
<p>8 CONSUMERS RIGHTS</p> <p>&</p> <p>QUANTIFICATION AND RANKING</p>
<p>MY CONSUMERS SENTENCES AND EXPERIENCE</p> <p>&</p> <p>ESSEY</p>
<p>CONSUMER SENTENCY</p> <p>&</p> <p>CATHEGORY SELF DESCRIPTION</p>
<p>ACTUAL CONSUMERS PROBLEMS & PROBLEM SOLVING</p> <p>&</p> <p>TOP 10</p>
<p>CONSUMER EVERYDAY RISCY SITUATION</p> <p>&</p> <p>TEXT DESCRIBTION CASES WITH SELF DECISION MAKING</p>
<p>CONSUMERS RESEARCH AND TYZPOLOGY</p> <p>&</p> <p>PROFESSIONAL QUETIONAIRE WITH TYPE DESCRIPTION</p>

Figure 8 Trusting of consumer associations over Europe

Authorities choosing or selected for explaining in case of real disaster in response's district, ranging by the level of trusting

(Varying as one, two, three and cumulative total, 2002, in %)

	Most trust	In second place	In third place	Cumulative TOTAL
Scientists	33,2	17,5	11,9	62,6
Environmental protection association	20,4	23,7	15,7	59,8
Doctors	20,1	18,7	16,5	55,3
None of above	5,1	11,3	16,2	32,6
Consumer association	6,9	12,2	12,5	31,6
Governmental representatives	4,0	6,3	9,6	19,9
Journalists	3,7	5,6	8,4	17,7
DNK	4,9	2,6	4,8	12,3
Businesses	0,6	1,2	2,6	4,4
Others	1,0	0,8	1,8	3,6

(Source: - Using selected data of Euro barometer 20181, EC, 2002)

Figure 9 Design distribution channels for research and projects

Scientific information media on Responce question

Sources of information on scientific developments are listed below.

Please classify them in order of importance from 1 to 6.

(total of marks 1 and 2, 2002, in %)

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	Ø EU 15	Minimum	maximum
TV	60,3	42,3 L	67,7 D
Press	37,0	22,8 P	50 FIN
Radio	27,3	15,9 I	39,6 IRL
School & University	22,3	14,2 D	34,3 I
Scientific journals	20,1	13,2 GR	33,1 I
The Internet	16,7	9,5 F	23,7 I

(Source: - Using selected data of Euro barometer 20181, EC, 2002)

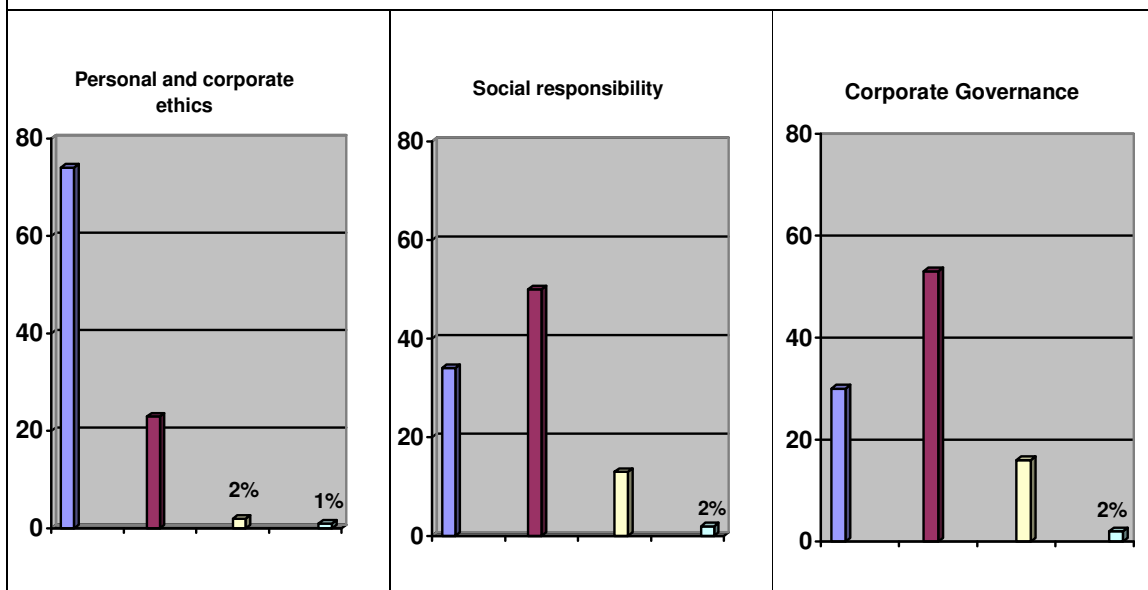
Table 10 Transatlantic MBA ethics dimensions

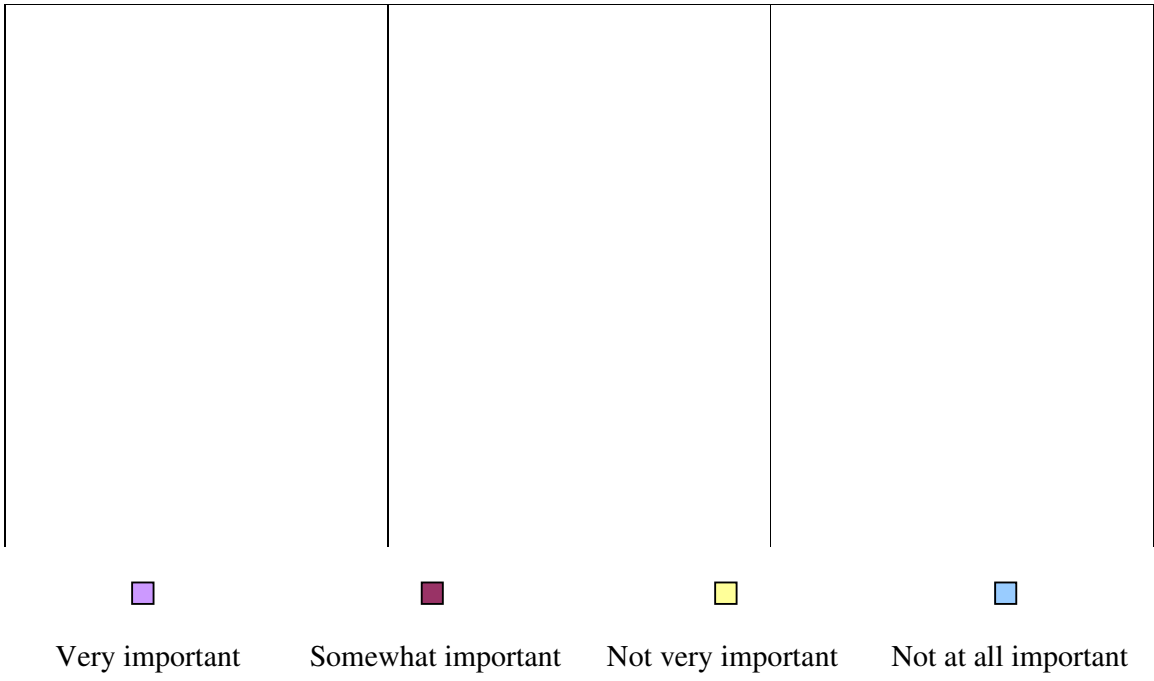
Corporate responsibility research 2003

How recruiters responded in The Wall Street Journal / Harris Interactive Survey when asked

how important it is that M.B.A. graduates display awareness and knowledge of these issues.

(2003, every picture graphs total 100%, in %)





(Source: The Wall Street Journal Europe, Executive
Diary / Harris Interactive Survey, 2003)

3. The information society and consumer citizenship

Semiotics of consumption – signs of consumer identity. *Guido Ipsen, University of Dortmund, Germany*

Consumer awareness is a field to be studied by many disciplines. *Semiotics* is the *science of signs* in communication in general and those signs used in cultural contexts in particular. A sign then is an entity that represents meaning in specific contexts. Signs are *interpreted* by their users in order to gain and produce new meaning. Signs are also changed in the course of their usage. This process of sign interpretation and sign production is called *semiosis*. For *cultural semiotics*, especially goods, fashion, and social behaviour have sign qualities.

On the basis of this scientific background, the individual consumer can be seen to move in a world constructed of signs, and each consumer decision will alter or enforce the individual's place in this world. The consumer as a sign carrier and in the same moment as a sign producer as well as sign processor is not merely subject to advertising campaigns and superimposed group identities. Many aspects of his or her life, namely personal background, professional training, family, local heritage, ethnic group, etc. will have influence on the constitution of the consumers' interpretative horizon, which is the limit of understanding the individual can have on the basis of the entire collected experience.

Hence, semiotics does not see phenomena such as consumerism as isolated, but as networked in the general maze of signs of society. Applied semiotics can trace and identify sign processes and thus help to find the originating points of consumer behaviour.

Modern media of training the young people - challenges of the information society. *Nelly Bencheva, Agricultural University of Plovdiv, Bulgaria*

Some challenges in training the young people as users in the modern information society are considered in the article. A special attention is paid to some main problems referring to the young people's training relevant to their knowledgeability, possibilities of receiving information and behaviour in making a purchase decision. Some wrong ideas of eliminating and underestimating the knowledge and information are put under critical analysis. It is emphasized on the stand that during their training the young people should receive knowledge and skills that will help them in making a free choice depending on their needs and desires. Many of these young people live and are being taught in technologically undeveloped or less developed countries. There exists a danger of one to consider that knowledge is being acquired in some material and social vacuum. Nowadays the necessity of contacts and communications is evident more than ever. It is necessary to provide a basis for a close collaboration in teaching the young people from the countries under transition and those from the EC. Overcoming the spatial barriers and the intensive information between those who teach and those being taught becomes a very important factor for the information society development. In this respect the role of the modern media and of course of Internet is of considerable importance. This particularly applies to Bulgaria that is under a process of accessing to the EC. If our society can not provide and realize the young people's training based on using of modern means and information technologies it risks fail in its strategic advantages in medium and long-term aspect. Some more important initiatives in this connection are: working out a new policy orientated to the young people's training and development; establishment of new educational institutions and improving the activity of the existing ones; enlarging the partnership between the country's and the EC institutions; development of integrated extension system.

The right to privacy and modern methods of communication, Dr. Barbara Mazur, The Technical University in Bialystok, Poland

Differences in culture lead to different methods of communication. So the meaning of “privacy” differs in American and Europe, due to differences in culture. Europeans, especially British, prefer interpersonal relations while Americans are more willing to have their private life open to outsiders. Europeans point out potential damages that might be done to the consumer by receiving excessive amount of data while Americans, in the name of profit, make unlimited use of databases. The European Commission introduced a significant project for the protection of consumer data based on four important principles: prohibition, personal information, compensation, secure transformation. Although the “right to privacy” is variable, the fact of its existence remains constant. There is the trend for paying more attention to privacy in cultures of developed information societies. Organizations control human life in almost every field of their life and the excuse for it is that the collecting of information is for the employee’s and the consumer’s benefit! Development of technology leads to innovative ways of customer control, and thus to conflicts among organizations and their employees and customers.

Marketing messages overload. Natasa Vrcon Tratar and Suzana Sedmak, Faculty of Management Koper, Slovenia

In most market oriented economies the consumer citizens are facing the problem of marketing messages overload. Also in Slovenia, a »transition« country, consumers are bombarded with invitations to buy, consume, spend, they are blinded by the innumerable consumer goods that are available to them. However, they are not equipped with the necessary tools which could ease their purchasing decisions, help them find relevant information and introduce them to their consumer rights. Our research examines consumers’ attitudes towards certain marketing communication tools. Similarities and differences with similar researches, conducted in »western« economies, are established. In the part of the research that focuses on students as consumers we try to investigate their attitude towards »information« mediated by marketing (advertising) messages and students’ knowledge of their consumer rights. We focused on the following issues: whether students perceive the abundance of different marketing messages as an overload; where they find relevant information concerning products they purchase most often; what is their attitude towards advertising messages they encounter daily in different media (do they find them annoying, superfluous, misleading, amusing, useful, etc.); whether they find (and how do they recognise) any relevant information in these messages; whether they know which are their consumer rights and which institutions in Slovenia protect consumers’ rights.

Understanding consumer citizenship through learning clusters. Jolanta Góra, University of Business and Commerce in Wrocław, Poland;

Recognition of learning as a process of communicative action requires new thinking about the nature of, and relationship between information, knowledge and behaviour, and the transmission and dissemination of knowledge within the social and organisational context, such as the enterprise or the community. The collective learning is understood within the organisational framework at any levels of society as a complex of interactions between tacit and explicit knowledge actualised through commitment to a particular socio-cultural context.

In spite of the monolithic view of the global economy, it does remain built up of and through territorially bounded communities of different socio-economic and socio-cultural spaces. The economy is considered as alliances of local organisations - firms, public institutions, NGOs, service centres, educational organisations - not just of those conventionally labelled as 'economic'. These create the settings in which most of us, citizens-consumers spend our lives, and as such, they have profound influence on our behaviour. These local aggregations often take on the characteristics of clusters. Thus, we consider such clusters as learning organisations, and examine the factors influencing the learning process: structure (networks of interpersonal relationships), culture (shared understanding and collective awareness), cognition (sensemaking), and politics (influence by the state, social forces, religions, etc. on clustered institutions). The process of cognition seems to intertwine the other factors through entailing comprehending, constructing, pursuit of mutual understanding and patterning. Perceiving the cognitive dimension of economic origin from the social point of view, enables one to recognise how interacting organisations evolve shared understanding around issues of common interest, and develop a sense of collective 'we' in human behaviour and learning. Taking such a cognitive perspective of economic alliances allows one to analyse them in terms of mental models and how they lead to a particular interpretation of common interests. It identifies also the difficulties in forcing a new collective and dynamic representation of mutual sustainability awareness, whether through coercive, nemetic, or normative means.

Grasping the future – challenges for social involvement. *Kiril Georgiev and Fani Uzunova, Technical University-Varna, Bulgaria*

The goal of this paper is to examine the opportunity to transfer one of the most important tools of social involvement and citizen's power– the Foresight, from highly developed Western countries to less developed Central and Eastern European Countries (CEEC) without losing its particular advantages. The adaptation of the foresight as a "public debate forum" or a "social experiment, aimed at raising of the awareness of a common long-term future" in the field of consumerism and sustainable development is not without challenges. The success of the foresight exercise depends on many social and cultural conditions, often tacit and hidden. These conditions were existent in the most advanced countries, but they are not necessarily apparent in less developed countries. For example team working and the art of discussion belong to one of the most important civilization "Achilles' heels" of the citizens at the CEEC. The paper discuss some ways to improvement of this situation in Bulgaria with the help of knowledge (education) and participation (networking).

3. The information society and consumer citizenship

Semiotics of consumption – signs of consumer identity

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Semiotics of consumption – signs of consumer identity

Guido Ipsen, University of Dortmund, Germany¹

1. Introduction

Consumer awareness is a field to be studied by many disciplines. *Semiotics* is the *science of signs* in communication in general and those signs used in cultural contexts in particular. A sign then is an entity that represents meaning in specific contexts. Signs are *interpreted* by their users in order to gain and produce new meaning. Signs are also changed in the course of their usage. This process of sign interpretation and sign production is called *semiosis*. For *cultural semiotics*, especially goods, fashion, and social behaviour have sign qualities. On the basis of this scientific background, the individual consumer can be seen to move in a world constructed of signs, and each consumer decision will alter or enforce the individual's place in this world. The consumer as a sign carrier and in the same moment as a sign producer as well as sign processor is not merely subject to advertising campaigns and superimposed group identities. Many aspects of his or her life, namely personal background, professional training, family, local heritage, ethnic group, etc. will have influence on the constitution of the consumers' interpretative horizon, which is the limit of understanding the individual can have on the basis of the entire collected experience. Hence, semiotics does not see phenomena such as consumerism as isolated, but as networked in the general maze of signs of society. Applied semiotics can trace and identify sign processes and thus help to find the originating points of consumer behaviour.

In this paper, I will first give an overview on the diversity of values attached to products from a semiotic point of view. Next, I will sketch how semiotic theory – and here, particularly the triadic model of the sign by Charles Sanders Peirce, can be applied to the study of consumer citizenship.

2. The semiotic diversity of values

2.1 Opposing values

It was Karl Marx, who, in his *Kapital*, performed an implicitly semiotic analysis of goods as signs. I am not basing this work on Marx, still, his perspective on goods as having a twofold value is very interesting for this project. According to Marx, goods have a value in regard to their *usage*, as well as a *commercial* value. Marx goes on to specify how the commercial value is attained by workforce, which we may ignore here. Meanwhile, we should keep in mind that the value of goods can vary; this is also valid for the values active in consumption.

A pessimist perspective on consumer goods as signs is sketched by Baudrillard. His criticism is nurtured by the thesis that “consumption” is not always aimed at acquiring goods for *usage*, but mere *display*. Hence, products are loaded with connotations of “status, prestige, and fashion” (Baudrillard 1981: 64). This display value dominates the usage of the

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product more often than not. The only remaining difference between various products of the same class is then their difference in status, not in their optimal usability.

Symbolic consumption (cf. Hirschman & Holbrook, eds. 1981), which is closely related to this criticism of conspicuous consumption, aims at communicating some message by consumption. The consumer will allow others to draw information from display of the product (Belk et al. 1982: 6). In discussing Peirce's model of the sign, we will see later what sign values are active in such behaviour.

When questioning the "values" according to which consumers choose products, the diversity of values that are carried by products seems an important issue. But are usage and status, usability and symbolicity really two different aspects? Sahlins (1976: 169) suggests that all values are symbolic. Douglas & Isherwood (1979: 62) agree and emphasize that beyond the physical needs that are met by certain products, all of the commodities serve for creativity in thinking. Consumption hence becomes a cultural activity in all of its dimensions. *The diversity of values is a necessary byproduct of cultural diversity.*

2.2 Multiplicity of values in products

Roland Barthes (1964: 63; 1967) first undertook a semiotic study of products and the market. In products, there can be equal, different, and opposing features. The smaller the difference in the products of the same class by various producers, the more it will be subject to advertising. Equality, difference, and opposition can be mapped in the three dimensions of the sign, namely their syntactic, semantic, and pragmatic relations.

2.2.1 Syntactic relations

The syntax of signs describes the rules by which signs may appear in combination with other signs. In languages, e.g., the rules of grammar represent the syntax of a language. Combination of goods appear in clothing ("language of clothing", Barthes 1964: 63) and food in a menu (cf. Herzfeld 1986), or furniture in a house. Product lines (Kehret-Ward 1987) are also combinations which then influence consumer behaviour. Without doubt, we may also speak of a stylistics of consumption when the combination of goods from various classes is concerned. The style of consumption may appear in the level of expenditure, the quality of goods, their time relation (i.e., their modernity vs. antiquity) etc. This stylistics of consumption is especially interesting in regard to the forming of consumer identity.

2.2.2 Semantic relations

The semantic relations of a sign are those between a sign and its meaning. As every sign means something, every product has a meaning, being a sign. Meanings can vary. There are "core" meanings and "extra" meanings, meanings which will remain the same; the former are on the denotative level of the sign, the latter on the connotative level. Also, there is individual experience in every user/consumer which adds to the multiplicity of meanings. The interesting fact for us is that some meanings may be changed, such as the status of a product, while others cannot be changed, such as basic usability of a product.

2.2.3 Pragmatic relations

The pragmatic relation illustrates the sign in its usage. Clearly, the different degrees of usage all attain an equal status here. Usage of a product to fulfill a physical need, e.g., shelter, or transportation, is basically equal to fulfill the requirement of producing status, or identity. I do agree here with the opinion given above that *all* usages of a product are symbolic. In a society, all acts mount up to signification of symbols. In order to illustrate this, we may even think of the example of absence of conspicuous consumption: a consumer who acquires only products of a basic level, which fulfill primary purposes but do not feature luxury, willy-nilly

displays *absence* of luxury. This may then mean either lack of funds, or consumer awareness. In either case, it is a display of symbolic values.

3. A pragmatist perspective on consumption

Pragmatism is a branch of modern philosophy, which originated in the writings of the American universal scholar Charles Sanders Peirce. Pragmatist semiotics is the most influential tradition of semiotics for the time being. It concerns itself most with the processes of sign creation and change.

3.1 Triadic relations of consumption

The semiotic model of Peirce's shows triadic relations on all its levels. I will not go here into the details of this model, for which an entire presentation of its own would be necessary. Suffice it to say that the three apices of the model (see figure 1), the *object*, the *representamen*, and the *interpretant* are all together forming the sign, and at the same time are part in the process of cognizing signs.

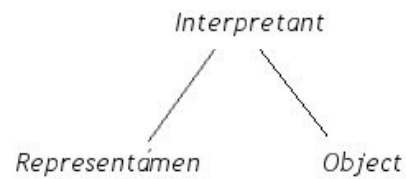


Figure 1: Peirce's model of the sign

The object forms the basis of every act of signification. It comprises, so to speak, the past of the sign: everything we know about it, all our past experiences. The representamen is, according to Peirce, the "perceptible sign". In other theories, it is also called the sign carrier. The perceptible sign of course is its visible, or touchable shape. The interpretant is, according to Peirce, the result of the signification process. It is the outcome of using the sign. Whereas the representamen may also be called the present of the sign, the interpretant is its future.

The process of semiosis, or creation of signs, is illustrated in this model. In regard of consumption, an example could be the acquisition of a new car. The object of the car is whatever the consumer knows about cars, their technology, their history, their usage, etc. Also, his individual experience is part of the object. The values that are attributed to particular kinds of cars by the community he lives in are also part of it. The representamen of the sign "car" is then the perceptible, usable car. To each, the consumer will attribute different experience and knowledge, which means that every single car will have its own object, also. The interpretant of the act of consumption, here, buying the car, is then its outcome. The car will be part of the consumer's life, it will mean something different to him than before buying it.

The interpretant of consumption is influenced by many factors. Signification, or semiosis, is not an isolated activity. The experiences flow into another, numberless interpretants are formed in the mind of consumers continuously. In the example of the car, the values and standards of the society the consumer lives in are influencing the interpretant. The aim of consumption then is represented in the interpretant, which also forms the sum of values active in the meaning, or, the semantics, of the car.

3.2 Identity and consensus

How does the consumer know about the values? How do we attain perspectives on products, or lifestyles? Pragmatist semiotics views these processes also as acts of signification,

however, not by an individual, but by a group. We have already seen that any sign is part of an intricate network of signs. Naturally, these do not come into existence in the mind of a single person alone. Many signs are perceived from the example of other persons; semiosis is a social activity.

Hence, the individual consumer contributes to the societal standards by his own experience. Every act of signification which is perceptible by others will influence their semiosis. On a large scale, signs then travel and grow within a society (and also across its borders to other societies). The question then is, when does a sign become “significant enough” to form a value, or a standard or norm? The answer lies in the public consensus. In terms of signification, consensus rests on a sufficient appearance of signs in contexts where the sign was valid. Let us go back to the example of the car: Given that a certain shape of car, combined with a certain quality, and exclusiveness, will attract people’s admiration in an empirically measurable amount of times, then obviously the display value of this car is fixed. This is the case with Bentley, Rolls Royce, Porsche, Bugatti, etc. The countless appearances of the Volkswagen Beetle have formed another value, which has actually changed over time: from a propaganda product, to the accepted workhorse of a young republic, to the cheap car used by students. Here, usage changed, and by amount of appearances of the sign “beetle” in different contexts, also the meaning and hence the value of the car changed.

If the activity of individual consumers forms the values of signs, then every single act of consumption contributes to the life world of the consumer society. There is obviously no division between the sphere of living, and the sphere of consuming: such spheres do not exist, these activities all merge in the single sphere of culture. Consumption in this regard becomes a social activity. The consumer is influenced by the consumption decisions of others, and he sets standards himself. Hence, the society which produces both consumption as advertising and marketing becomes a self-organizing system. The signs active in this system are shared by all actors, and they form the basis for all future decisions in regard of consumption.

4. Creating the future by choice of usage

It seems we have reached a dead end: How can consumer citizenship education take place in a society where values are so fixed and rooted in the semiosis of the past? Is the future predefined by the acts of the present?

Obviously, the individual in a society has the option of choice. In Peirce’s theory of the sign, two important aspects are predominant here. First, he mentions the aspect of the potentiality of the sign. Signs grow and change in their meaning, but to what extent and into which direction, is not given. Also, obviously the multitude of acts of signification at the same time does not allow for a statistical estimation of how a particular sign may evolve. The second, even more important aspect is that of “pure chance”. According to Peirce, in every act of signification there is the uncertainty of how it may turn out. The interpretants are hence not predefined, rather, freedom of signification prevails.

These facts represent the possibilities of consumer citizenship education: The consumers *can* act independently and change the dominant value structures in society, if their awareness is strengthened in the education process. In order to quote the title of the conference here, consumers do not merely use, choose, or create the future. Since they are also involved in the past and present, and form part of the self-organizing network of society, they *create the future by choice of usage* of products and acts of consumption. Consumer awareness hence does not mean only “which products to buy is a good act, which is a bad act”, but consumers must be aware of their being a part of a larger system. The consumers’ identity can be governed by rules of selfishness, or by rules of empathy. It can be governed by ethical values or status values. We must understand then that these are no black and white scenarios: Any

member of a society strives for status, just as they will attest to ethical values. We can not replace one by the other, consumer citizenship education must rather aim at analyzing the value structures active in society and individual lives and combine them to a network of signs which is acceptable both for the individual consumer as for the global society as a whole.

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Modern media and the training of young people - challenges of the information society

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*Where is our knowledge, disappearing in the streams
of information?*

Where is our wisdom, lost in a sea of knowledge?

T. Eliot

A slabstone inscription

The modern information society and the challenges of training the young people

The present century provides us with the unique challenge of uniting efforts to provide the coming generations' future and prosperity. The realization of this opportunity is subject of interdisciplinary knowledge and the application of scientific achievements. The present-day development relates to two fundamental questions - the problem of information economics and that of the information society. The information economics concept focuses on the impact of the new information and communication technologies (ICT) on the efficiency of the different sectors of the economy. The information society concept considers the social, political and cultural spheres in relation to the development of information and communications technology (ICT). These concepts are brought together by the needs of well-trained and educated people, present and future consumers who understand the links between these concepts and have adequate behaviour and willingness to solve the problems which might arise. It would not be overstated to say that future models of consumption are in the hands and minds of the young generation.

The concept "information society" includes the important role of information, which today becomes a subject of mass consumption and is being used as a factor of power and management. Information has an impact on changing the sociopolitical and economic spheres and becomes an important reason for the use of modern methods of training. What is more, one of the main factors, which determine the quality of modern education, is the level of the ICT applicability and usage. The education system is not only an active consumer of these technologies but also participates in the process of their development and creating of modern information environments.

The Central and East European countries' transformation from totalitarian to democratic societies, has been coupled with the need for rapid ICT adoption, particularly in education. The transition to democracy and market economy has proven to be very difficult process attended with crisis situations and economic stagnation, because of lacking of preliminary schemes for many countries and mainly for Bulgaria. Under the new sociopolitical and socioeconomic conditions, the status and role of the consumer and mostly of the young people have changed considerably. To overcome rapidly the negative processes (violence, alcoholism, narcotic addiction, etc.) on the young people's behaviour, the education based on modern media of training is of a key importance. Applying of these media provides a number of advantages: overcoming the geographical spaces and limitations; establishment of united communication system; better opportunities for developing the creative potential; assisting the

interpersonal contacts - possibility of interactivity, which develops the phenomena Net-thinking among the young people, and hence the similar behaviour in making decision and purchasing. Under the influence of the new technologies, the young person's attitude towards the material world and the real notion of it changes, because the virtual necessities come into the foreground. However, the specific character of communication causes some contradictions. Its improvement leads to a danger of gradual destroying of the traditional contacts, and inequality in having access to information, problems of nationalism, predominating of religious and other prejudices, estranging of people. In this connection, it should approach very carefully, taking into consideration these peculiarities in the process of training.

Among the great variety of information technologies nowadays, Internet undoubtedly emerges as most important phenomenon. Owing to Internet today we can talk about existing of quickly developing telecommunication and information environment in education. The Vitosha Research investigations (2000/2001) indicate that the level of adoption of the information technologies in the Bulgarians' life is comparatively low. However, this level is growing up with accelerated rates, which demonstrates their increasing significance for the Bulgarian society. By December 2002, the share of the computer users has increased 1.43 times as compared with the beginning of monitoring - April 2000. The average rate of growth for the whole studied period is 0.91. The investigations' results referring to the structure of the IT users and IT use are notable for:

- Notwithstanding some variations, there is a trend of increasing the share of woman using computers (*Table 1*);
- A group consisting of users within 18-40 years old. Among them most active are the representatives belonging to the age interval 18 - 19 years. (*Table 1*);
- ICT continue to be a matter of knowledge mainly of people with higher educational degrees;
- Computers in the large cities and mainly in Sofia are easy to access in contrast to the other towns and villages. In spite of the increased number of respondents who use computers in the smaller towns, their share is still too limited, which puts them in non-equal position regarding the new ICT adoption.
- The typical Internet user enters the virtual space at least once a week. The number of the most active users of Internet increases constantly even though with slow rates.
- Using Internet in finding and organizing different type information, as well as profiling in the field of the professional and educational users' interests may be determined as the main thematic aspects of the Internet usage. Other activities, such as amusement, communication, hobby, tourism and so on remain in a minor position (*Table 2*). A main motive for most Internet users is finding information of different type. The information referring to the users' main activity, education, review of job related advertisements and so on, belongs to the category vocational direction and education.
- In December 2002, an increased number of people who use Internet as amusement medium (chat, discussion groups, games, etc.), has been registered. Watching movies, listening music and other interactive amusing activities of considerable importance, as indicated by the respondents also belong to this group. The continuously increasing public popularity of the net applications leads to development of different public groups with similar interests and mode of thinking. These forms of communication are amusing, extremely easy to orientation and not in the last place - comparatively cheap. Peculiar social communities are being developed on this basis not only among the young people. They gradually comprise a wider and wider circle of users.

- The Internet users in Bulgaria are still using very restrictively the possibilities of the new network technologies: carrying out financial operations and "on line" shopping (*Table 2*). From a technical point of view, this is due mainly to the contact quality. The specific Bulgarian culture, lack of information, adjustment to the low information reliability and so on could be other reasons for this.

- Computers are being used mainly in the offices and public places. This is because the access to ICT in clubs, libraries and some other public places is most spread and comparatively cheap. At the same time they offer much more technical possibilities, such as work in a net, better access to Internet and others, which in many cases may be determinative for the users' preferences.

The information resource of sites for training the users and the ways of orientation and making a purchase decisions may be considered amassing of knowledge that the young people with different professions and interests may use.

The role of the universities - active participators in modeling the modern consumer's behaviour

The educational institutions and mostly the universities have a central and leading role in the transition to information society. The idea of the interdisciplinary approach lies already in their establishment.

In the information society context, the university should be regarded as an independent institution, that produces well-trained, knowledgeable specialists with entrepreneurial adjustment and able to cope with situations of life. In such an environment, the university has first the difficult task to establish itself as an entrepreneurial institution that can meet the challenges of the time. This may be realized with well-trained teachers, motivated students and modern material and technical foundation. In our opinion, at the present stage, the university provides the opportunity of obtaining specialized training and competence, but it does not contribute to the young person's development through taking authorship on his life path. To realize this, it is necessary to know the main models of the social world and mostly of the citizenship, as well as to develop awareness of adopting the culture of the common sense. The university is specially developed social space that should become an environment for realizing and giving a new meaning to the world created in the young people's mind. It should provide them forms of training, which to help them to outgrow the old stereotypes imposed, and to find out new territories for social participation and communications. This participation should be based on connections and exchange rather than on opposing and separating. In such an educational environment, the young people communicating with representatives of different professions have the chance to become equal partners in the social life of their communities. They also have the chance to realize their learning's importance and putting into practice.

The constant changes require a new way of training. The electronic training offers a new aspect. It is observed a new phenomenon. On one hand, there exists a need of creating a specialist trained to work, make decisions and manage in the conditions of fundamentally changed information environment. On the other hand, there exist a lack of specialists trained in teaching and using of modern media for mass information and communication. The young people much better overcome the language barriers and easily communicate with the same age people from different countries. Today, they unite due to same problems, tastes, cultural and amusement necessities and much easily and quickly adopt and realize the globalization processes.

The problem today is how in a best way to use the new information technologies in educating the young people and mostly the students, who are closely to putting into practice what they have learned. This problem concerns also the young specialists who already work and for one or another reason they have missed the modern training in the university. To meet the new demands it is necessary to develop and introduce new specialties, training and post-graduate training programs, terms of applying in the university. It is also necessary to provide support in moving the innovation developments and projects to the market of educational, and scientific and technical production. In our opinion, the universities' development as information centres, with active students' participation in using ICT, will contribute to their transformation into modern technical and social cultural centers.

In the countries under transition and mostly in Bulgaria, where this process is notable for its negatives in the educational sphere, this problem is possible to solve through uniting the scientific community's efforts for attracting investments in the science and education, to organize the support of fundamental and applied knowledge, as well as to introduce the innovation technologies and developments.

CCN contributions to training of young people

The necessity of uniting the CCN partners' efforts for training is conditioned by:

- The processes of enlargement of Europe and formation of colossal market of about 500 million of consumers, having a pressing need of education; The economic expediency of increasing the scale of the modern ICT usage in education, and achieving a higher competitive power of the ICT in comparison with the other training technologies.

- The increasing gap between the good world practice in education, based on the present-day achievements in the ICT sphere, and the rates of development of the educational systems and reforms in the countries under transition; Uniting the universities' efforts to improve the quality of teaching and to provide quality training of the users through ICT; The importance and the practical possibility of creating an united educational environment in the EU member states and the candidates for membership.

- The CCN may become a foundation of development of new study programs and introduction of new subjects and modules closely connected with communication management, marketing, bench marketing and others giving modern knowledge to the consumer. The distance training is one of the most effective methods of using the CCN for training the young people as future consumers. The universities in the different countries have different experience in applying this kind of education. The gained positive experience should be used in a highest degree by the CCN. Used as a specialized educational structure, the CCN can forward the transition from "education for a lifelong time" to "education within the lifelong time".

- Promoting the connection between the universities and the other educational institutions and society.

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Appendix:

Table1. Use of Internet by social- demographic groups, (%)

	April 2000	September 2000	June 2001	October 2001	May 2002	November 2002	December 2002
Sex							
Men	6,0	7,4	9,4	12,3	8,0	9,1	9,0
Women	5,1	6,3	7,3	9,6	9,7	10,9	10,1
Education							
Elementary & lower	0,7	0,5	0,7	1,5	1,3	1,7	1,6
Secondary	5,0	6,0	9,7	10,0	6,7	8,6	9,1
College	5,4	6,1	8,0	7,5	10,6	16,8	16,9
Higher	20,6	31,9	28,1	35,8	35,9	34,5	34,5
Age							
18-19	17,9	23,6	33,3	42,1	33,3	44,3	33,3
20-29	13,7	11,9	21,0	21,8	18,7	28,5	18,3
30-39	7,2	9,9	12,6	17,5	13,4	11,4	12,9
40-49	6,6	9,0	7,7	17,8	8,5	12,3	10,2
50-59	2,9	3,8	4,8	5,7	5,7	3,1	6,1
60-69	1,6	1,6	0,0	1,6	1,7	1,1	1,6
70-79	0,0	0,7	0,0	1,5	0,0	n/a	0,0
80 & more	0,0	0,0	0,0	0,0	0,0	n/a	0,0
Size of population spot							
Up to 999	n/a	0,5	0,0	n/a	0,9	0,5	2,2
1000-4999	n/a	1,6	0,0	n/a	2,5	3,1	2,5
5000-19 999	n/a	3,4	1,6	n/a	3,6	8,4	6,9
20 000-99 999	n/a	6,1	8,7	n/a	9,5	8,5	9,5
100 000-499 999	n/a	9,3	16,1	n/a	13,5	16,3	15,3
Sofia	n/a	20,2	20,8	n/a	24,1	26,2	26,4
All respondents	1161	1158	1066	971	1170	1079	1634

Sources: Research of Vitosha research(2000 - 2002)

Table2. Use of Internet, Bulgaria, %

Activity	April 2000	September 2000	June 2001	October 2001	May 2002	November 2002	December 2002
Entertainments/games	1,7	1,9	3,6	3,2	3	4,4	3,5
Investigation, researches	2,7	3,3	4	5,5	4	4,2	3,0
Watching films	n/a	n/a	n/a	n/a	n/a	n/a	1,4
News	1,9	3,1	3,8	4,5	3,9	2,8	2,5
Investments	0,7	0,4	0,5	1,5	0,4	0,6	0,0
Activity related to jobs	2,9	5,1	4,1	6,8	5,6	5,6	4,5
Shopping	0	0,1	0,3	0,5	0,2	0,1	0,1
Talks, chat	1,8	1,9	3,5	4,2	3,6	4	2,9
Information, references	4,5	5,1	6,6	8,2	7,5	7,5	4,9
Organizing of travels	n/a	n/a	n/a	n/a	n/a	n/a	0,5
Licensing to music	n/a	n/a	n/a	n/a	n/a	n/a	2,5
Activity related with training	n/a	n/a	n/a	n/a	n/a	n/a	2,6
Looking for jobs	n/a	n/a	n/a	n/a	n/a	n/a	1,9
Others	0	0,4	n/a	2,3	0,1	0,2	0,3
All respondents	1161	1158	1066	971	1170	1079	1634

* Sources: Research of Vitosha research (2000 - 2002)

The right to privacy and modern methods of communication

Dr. Barbara Mazur

The definition of privacy of an individual to a certain individually, socially and culturally conditioned area of confidentiality reduces the sphere to some social relatively interchangeable norms. These norms are determined by methods of socialization of individuals in particular cultures. Ways of socialization vary, depending on the culture. They always, however, delimit an individual's socially conditioned area of privacy. What an individual considers as his/her private sphere depends on his/her background and the style of upbringing. It has been corroborated by sociological analyses indicating the influence of social conditioning on changes in attitudes toward privacy. In this respect, British and American cultures represent two diametrically opposed models. In British culture, interference with the sphere of privacy is considered extremely reprehensible. Reserve, restraint and maintaining interpersonal distance are being held in high esteem; taking advantage of data from one's personal life and using it against him/her is unacceptable. On the contrary, an average representative of American culture would be more willing to keep his/her personal affairs accessible to be looked into by outsiders. The discrepancy existing between British and American cultures with respect to their attitudes toward privacy is, according to Shils, the result of plebeian character of American culture and aristocratic traditions of its British counterpart.

Liberal American approach in the treatment of the right to privacy also remains in confrontation with restrictive European attitude. The conflict revealed itself most distinctly while elaborating the project on the protection of consumer data by European Commission. The plan, according to American companies, would hinder their economic activity in Europe and subsequently, in the United States as well. The project was based on the following general principles:

1. Using data with no authorization on the part of persons whom the data concerns (data subjects) is prohibited.
2. Data subjects are supposed to be personally informed on who receives the information and for what purpose.
3. Data subjects are granted the right to demand compensation in case the data is used improperly and may cause personal damage.
4. Data relating to European Community may be transferred outside only when the country receiving the data secures the same level of data protection as it is the case within EC.

The implications of point 4 would put on the USA the responsibility of employing legislative protection concerning privacy as restrictive as in Europe. American Direct Marketing Society holds opinion that the form of protection suggested by European Commission is excessive and severely limits opportunities for direct marketing. Americans stipulate making unlimited access to and use of databases, unless it violates the law or becomes immoral. Europeans, on the other hand, point out at potential damages that might be done to the consumer by receiving excessive number of data. The reason for such standpoint is clear-cut: among massive piles of data genuinely valuable and useful information simply vanishes. European Direct Marketing Society suggests introducing a principle according to

which person who expressed his/her consent to making use of his/her data, may withdraw the approval at any given time.

The scope of the sphere of privacy is also marked by such variables as times, professional or social groups. The perception of questions concerning erotic life, religious experiences, political preferences, as being either personal and interfering with one's private area or vice versa, depends on those variables. Although the range of the right to privacy is alterable, the very fact of its existence in any society or community remains constant. The phenomenon of paying increasingly much attention to privacy in cultures of developed information societies becomes general and observable trend nowadays. Rand even resorts to the argument that civilization advancement can be identified with aiming at reaching the status of the society of privacy.

Introduction

In our contemporary world, organizations play most crucial part in the life of every individual. It is organizations which, taking advantage of the crafts of their employees, produce goods or provide services ultimately aimed at satisfying the customers' needs. They pre-arrange all dimensions of human life and activities, setting up the rhythm of our daily routines. They are also entitled to controlling the members of an organization; including its employees and customers. The objective of such control, as far as employees are concerned, is increasing the effectiveness of the production process, as well as disclosing the workers' abusive practices. The basis for employee control is the information collected and stored by particular companies in their appropriate banks of data. Such information happens to be vital for the assessment of an employee advancement, staff management policy, and for the administration of pensionary benefits and health insurance. The well-founded right of companies to exert control over their employees more and more often remains contradictory to the individual's right to his/her privacy.

Organizations also use the argument that claiming their rights to possess complex information concerning their customers is necessary for perfecting the methods of satisfying customer needs and expectations, which can be simultaneously used as a reinforcement in the company's marketing techniques. Numerous conflicts between organizations and their customers, who reject the idea of being inert objects of such manipulation, arise on this plane. The scope and frequency of reappearing conflicts among organizations, their employees and customers is on the increase, speeding up its rate every year, due to the rapid development of technology.

The forms of employee control in Poland

The existing attitude toward the concept of protecting employee data can hardly be characterized as unanimous during the period of system transformation taking place in Poland nowadays. There exists a firm belief that, from the legal point of view, employees in Poland are being well protected from endeavours on the part of their employers to assemble all available data concerning them. On the other hand, daily practices show that it is much easier to lay down a particular act on paper than put it into force.

The protection of employee data – legal & theoretical perspective

The Bill on the protection of personal data, issued on August 29th, 1997, clearly defines cases and conditions in which personal data can be processed, i.e. collected, stored, altered, put into public use, or removed from files using traditional methods of storing data in card-

indexes, registers, books, etc., or in computer systems. In accordance with article 23 of the Bill, no personal data processing is acceptable unless the following conditions are fulfilled:

- the person whose data is the subject of processing, consents to it (except for cases when the data is only to be removed);
- it is not in conflict with the existing law;
- it is essential for a person to meet his/her obligation of the contract to which he/she is a party, or at his/her own wish, if it is necessary to take up some kind of activity, before signing up the contract;
- it is essential for performing certain tasks specified by law, realized in order to ascertain public good;
- it is essential for the achievement of justifiable goals for subjects processing the data, due to their professional, profit-oriented, or statutory activities; and the data processing does not interfere with the civil rights and liberties of the person whose data undergoes some kind of processing.

Based on legal foundations

An employer who, according to the bill, becomes the administrator of data of his employees, acts on the basis of Labour Code and the order of Minister of Labour and National Service, issued on May 29th, 1996 about keeping records concerning the character of employer-employee agreement and administering employees' personal files. An employer has also an obligation to comply with all statutory regulations about processing personal data of employees, except for the requirement of submitting databases to registration.

Only to a limited extent

The extent to which an employer is allowed to process data is regulated by a general rule, stating that data administrators can only process information essential for performing their professional, profit-oriented and statutory activities, and data processing does not collide with rights and liberties of the person whom the data concerns. The bill introduces the principle of data adequacy for its being processed. It implies restrictions on excessive data collecting, unless it is absolutely necessary and suffices for fulfilling the objectives of data processing.

Always keep the goal in mind

According to General Inspector for the Protection of Personal Data, one has always keep in mind the ultimate aim of collecting information. An employer, for instance, is free to collect data essential for selecting most appropriate applicant to do the job during recruitment procedure. However, after the selection process of would-be employees is over, the data of rejected candidates should be removed, since the objective of its having been collected ceased to exist (unless the persons in question express their consent to further processing of their data for other purposes).

Sensitive data

It is against the law to process so called "sensitive data", i.e. the sort of data revealing one's religious or ethnic background, his/her religious, political or philosophical beliefs, affiliation with a particular political party, trade union organization or religious denomination, as well as data concerning their physical state, genetic code, addictions or sexual preferences. Only in exceptional cases, a selected group of subjects are allowed, according to the bill, to process such data. It is also possible for employers, if it is necessary for performing their

duties in the recruitment process of new employees, and the scope of using the data being processed is specified in the bill.

Legal anchor is inevitable

Some mandatory restrictions concerning affiliation with political parties apply to certain professions. For example, judges, prosecuting attorneys, civil servants, some representatives of military and police departments have to retain non-party stance. Thus, their prospective employers' interest in such personal areas of their lives is quite justifiable. The contingency for data processing pertaining to employees' affiliation with trade unions is regulated by Trade Unions Bill from 1991 which states that in individual cases concerning the character of the employment contract, the regulations of Labour Code inflict on an employer the requisite of co-operating with the company's unions – the employer is required to apply to the trade organization for information about affiliated employees, enjoying the right to the union protection.

In relation to certain categories of workers their employers are allowed to demand information about their physical and mental condition. Police officers, for instance, are expected to possess certain psychological predispositions necessary for good performance of their duties.

Practical application of the tools of employee control

Opportunities offered by rapid development of computer techniques are being used by companies in Poland on massive scale. They are being applied to all kinds of activities directly connected with production process. However, they are often used as a method of employee surveillance.

A simple electronic gadget attached to fax machine is capable of storing in its memory all messages being sent in and out. Code-number ascribed to each employee enables them to make free use of the company's copying machine and, simultaneously, it allows for collecting information about who, when, and for what purpose was using the device. It is also true in the case of communication systems operating within companies, in which the register of all in- and out-coming calls is kept. Not only the time and record of dialled numbers are subjects of monitoring; even the contents of telephone conversations can stay under control. The fact that e-mail and company internet accounts are under perpetual surveillance by the head of the company's computer department has become common practice in Poland, and is no longer a surprise to Polish employees. It is only a matter of using appropriate computer programme. One of most commonly used systems of air-tickets reservation, keeping record of every click on the keyboard, with easily available information for the employer about the length of periods when the keyboard was out of constant use, or how many times during one's shift he/she struck a key, might stand for such an example of employee control.

A programme called "Intellimouse" goes even further in the process of gathering information about employees – it measures the distance which computer mouse crosses during the work period. Sixty-second period of using computer time is assumed to be equal with at least four-meter-distance of the mouse device movement. An employee unable to face up to such standards of evaluating his/her work efficiency, may soon find him/herself on the straight route leading to his/her dismissal.

Keeping the register of alarm-calls, contacts with banks and brokerage houses has become a norm in Polish companies. Big firms are more and more often equipped with systems of call registration (or even their recording). Nowadays, not only computers monitoring telephone calls or visual transmission technologies become aids for maintaining the company's secrets, or helping them to wield some kind of control over its employees. Widespread use of ID cards with microchips attached to them, office credit cards, etc., add to the list of employee control devices. They can provide any kind of knowledge about an employee: names of his/her acquaintances, drinking habits, or favourite types of entertainment. Such forms of exerting control were bitterly experienced by the personnel of a hospital in Starogard Gdański, where fingerprint readers connected to the register of every leaving or entering the premises have been installed upon the order of managing director. The mere lines upon the fingers provided massive collection of personal data, seemingly unconcerned with the direct staff's performance of their daily routines.

The customer right to privacy in Poland

According to the information obtained by industrial intelligence units, average Polish citizen has his/her file in at least 52 commercial data banks storing personal data. Particular companies are interested in such information, when it comes to the birth of a child in a family, or, when after a couple of years of being employed, a Mr Smith can afford to buy his first car. It is a paradox, that apparently free and democratic Poland after 1989, seems to resemble the Orwellian vision of total control over society much more than it was the case in the sad reality of the late People's Polish Republic.

Forms of customer surveillance – a precedent case

In April, 1999, a fresh married couple from Warsaw decided to buy a flat. In order to negotiate a mortgage loan, they turned to LG Petro Bank. They submitted an application form with detailed information about their financial status and life conditions, including their home address, together with a copy of pre-contract, where the address of the flat they intended to purchase appeared. After a month, however, they decided to give up the bank's services. Only then they were informed that returning all the submitted documents was not possible. A bank clerk explained that it was impossible to retrieve forms filled in on papers with the bank's logo on them. On hearing that, Mr and Mrs D. Asked for not mailing them any papers on their new address; and demanded that all documents concerning their data be destroyed at their presence. Surprisingly, it happened to be impossible, since paper shredder was next to the treasury – in a room no stranger is allowed to enter. The clerk promised, however, that she would see to the removal of all documents concerning the D. couple

Unexpectedly, on 9th July, Mrs Renata D. took out from the mailbox in the her new flat a card saying "Happy Birthday to You" which had been evidently sent by the bank. She sent then a written application to the bank, sharply demanding it to stop interfering with her right to privacy and using her data. She asked for PLN 100,000 compensation. The bank sent written apology to her and promised never to send her any kind of greetings again. Mr and Mrs D. found the apology insufficient and complained to the Bureau of General Inspector for the Protection of Personal Data. It ordered a thorough control of the bank, which resulted in issuing a statement that the data of Mr and Mrs D. had been used improperly, contrary to the initial purpose (intended by Mr and Mrs D., while submitting documents with their personal data). It was decided, however, that the case should not go straight into the court. The control determined that the disputable card had been sent by mistake – simply because the message of

Mr and Mrs D. decision to terminate their co-operation with the bank never got through to the bank headquarters from its local branch which handled Mr and Mrs D. application.

Then, the couple decided to claim their rights in the court of law. The court admitted that their claims were justified, supporting its decision with the statement that every individual has the right to privacy and to retaining his/ her anonymity to as much an extent as it is possible. The ultimate verdict announced that the bank should stop its processing data concerning Mr and Mrs D.; send them a written letter of apology, and pay them PLN 20,000 compensation.

Forms of exerting control over customers in Poland

The case described above has remained as a precedent in such situations in Poland for the time being. It opened the eyes of Polish citizens, however, to the fact that they can claim their rights concerned with the protection of their personal data and expect positive results from the court verdicts. Since the time of issuing the verdict, one out of every three letters addressed to the office of General Inspector, responsible for the protection of personal data, not only explains the circumstances of the law infringement but also includes demands for financial reimbursement for violation of regulations of the bill concerning the protection of personal data.

Since cell-phone networks operators, the administration of Medical Care Funds and banks are organizations which regularly break the law concerning the protection of personal data, they should be the competent addressees of such complaints. It is a common knowledge that cell-phone networks operators most often commit illegal acts of interfering with personal data protection laws, since they copy all documents submitted by their clients. General Inspector for the Protection of Personal Data proclaimed such practices illegal. In September, 1999, it ordered that the information stored in their databases obtained in such way should be removed (except for most essential data, such as name, surname, and individual statistical number – PESEL).

Another example of an illegal procedure by cell-phone operators is limiting the access to “roaming” service (or to long-distance, international calls, for example) to a customer who does not consent to submitting his/her “marketing data” for free use by the company. The refusal is equal with having to lay down a substantial deposit in cash. This is how Centertel – one of major cell-phone operators in Poland – gains access to information about the year of production of its clients’ cars, their periods of employment, or to the number of their family members.

Medical Care Funds are also hungry for any kind of information about their patients. Doctors affiliated with Wielkopolska Kasa Chorych are required to send it the data of their patients, together with information about the character of their ailment, as well as with the details concerning their treatment. Medical Care Funds also demand lists of patients including classified information concerning AIDS victims or HIV carriers. It results in an easy access to medical data for administrative personnel of Medical Care Funds who may use the data for any purpose, depending entirely on their whim. Thus, not only the bill of protecting personal data but also the professional secrecy of medical trade remain subjects to law infringement.

Conclusions

The existence and activities of modern companies utterly depend on their having access to adequate information, concerning both their customers and employees alike. Not all methods of collecting information about workers and clients of a company are justifiable, even if the

ultimate aim of their having been stored in data banks is considered acceptable in general perspective. The very act of collecting and processing data in vast majority of cases is being conducted using the means of modern computer technology. It is worth remembering, however, that it does not constitute an ordinary set of tools, reinforcing only human activities. An instrument by itself cannot be regarded as either ethical or unethical . It is the man who decides, whether to make proper or wrong use of it, in the second case depriving us, members of an organization of our inherent right to privacy. The machinery is being set in motion by somebody searching for a particular kind of information; it merely assists in the act of data storing and processing. The final goal of data collecting and processing can be determined by people only, and it is human factor which is solely responsible for setting the standards of compliance with the employee and customer right to privacy.

Students as Consumers: Their Attitude Towards Advertising and Awareness of Consumer Rights and Responsibilities

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Introduction

Ads are omnipresent. It is very difficult, if not impossible, to avoid them. They are our loyal companions; they accompany us from the morning paper to the last television news. They try to catch our attention by being almost everywhere we go. They even travel by the same bus as we do. The numerous flashing neon lights, writing out the names of the latest products or the names of the famous companies, and illuminated giant billboards, presenting the newest indispensable consumer gadgets, are the first (and often the most) eye-catching "attractions" of every bigger town in the so called developed world. The messages are sending pictures of abundance and prosperity, no matter how far from reality these pictures might be.

Not so many years ago this could not have been a sight of a typical Slovene town, but rather of a town "across the border". Passing the Italian or Austrian border, there were the highway billboards first telling the travellers from "non-market" oriented economies what "good life" was like: the innumerable consumer goods were available to every individual - you just had to pick the one you wanted. You were *free* to choose. As John Berger said three decades ago (in his known book *Ways of Seeing*): "The great hoardings and the publicity neons of the cities of capitalism are immediate visible sign of 'The Free World'. For many in Eastern Europe such images in the West sum up what they in the East lack. Publicity, it is thought, offers a free choice." (1972, 131). Discussing the "death" of communism, Bauman said that "choice has turned into a value in its own right: the supreme value, in fact. What mattered now was that choice be allowed and made, not the things or states that are chosen. And it is precisely for *choice* that Communism, this dictatorship over needs, could not and would not provide - even if it could provide for the needs it itself dictated." (1990, 188).

Living in the consumer society assumes that making choices is an everyday practice. Advertising itself is trying to convince us of the importance of freedom of choice in today's society (*'Advertising. Right to choose'* was the slogan of the series of advertisements paid by the Slovene section of the International Advertising Association).² As Bauman says, the consumers "can, after all, refuse their allegiance to any one of the infinite choices on display. Except the choice of choosing between them, that is - but that choice does not appear to be choice" (1999, 84).

To sum up, we cannot avoid making choices. Many authors would argue that it is not just the product the consumer is buying, it is his whole identity he is seeking at the market place. By picking up a particular product he is sending a message of what kind of a person he is or would like to be. And to "help" him pick up a product, there is a whole range of marketing information directed at him, inviting him to buy, spend, consume. In Slovenia, a "transition" country, the omnipresence of this information was the first obvious sign of a change of the economic system. In the late 80s and at the beginning of the 90s different marketing messages proliferated and at the same time new media transmitting these messages appeared. However, the consumers, blinded by the innumerable consumer goods available to them, were not

² Berger would probably comment this by saying that "publicity turns consumption into a substitute for democracy" (1972, 149).

equipped with necessary tools which could ease their purchase and help them find relevant information. There was not a lot of talk about consumer rights, let alone consumer responsibilities. Slowly, things are changing.

A great proportion of marketing messages is aimed at young consumers. They are a vulnerable target group, on the one hand lacking experience and knowledge about the market place, on the other hand being very active in constructing their identities (also) by making choices at the market place. That's the reason why we focused our research on young (student) consumers. The goal of this research is to investigate students' attitude towards advertising (marketing) messages, to find out where they find relevant information concerning products they purchase most often and what is their knowledge of their consumer rights and responsibilities.

Consumer attitudes

Consumer attitudes are learned predispositions to behave in a consistently favourable or unfavourable way with respect to a given object (Schiffman, Kanuk, 2000, 200). Attitudes have motivational quality, that is, they might propel a consumer toward a particular behaviour or repel the consumer away from a particular behaviour. They are relatively consistent with the behaviour they reflect, but they are not necessarily permanent, they do change. As learned predispositions, attitudes are formed not only as a result of direct experience with the object but also from other sources and forms of information that might influence an individual: mass media, reference groups as friends, family members, public figures, work groups and other formal or informal social groups. For young people, every form of formal or informal education is undoubtedly a very important source of information, on the basis of which they create their attitudes and values, which play an important role in their present and future behaviour and life decisions. The relationship between an attitude and behaviour is influenced also by the particular situation or circumstances in which the individuals act, therefore it is important to consider the situation in which the behaviour takes place, or we can misinterpret the relationship between attitudes and behaviour (Schiffman, Kanuk, 2000, 200-201).

Educational system in Slovenia and sustainable development

As it has already been pointed out school and other forms of education play an important role in shaping the behaviour patterns of an individual and the society. By analysing the school system and school curricula in Slovenia we wanted to find out more about the nature and the extend of the involvement of the school in the development and the formation of an environmentally conscious, informed and responsible citizen- consumer who will act according to the principles of sustainable development and sustainable consumption.

In Slovenia, compulsory education is referred to as 'basic' education" and it takes place in elementary schools. According to a school reform in 1996 the 9-year compulsory school was introduced instead of the 8 year-elementary school. The general objective of elementary schools is to provide pupils with basic knowledge and preparation for further schooling and for their professional and private lives. Elementary school gives pupils an understanding of the basic laws of nature, society and man, develops their linguistic culture and curiosity, a need for ongoing education, good relationships, interests and abilities and forms habits (www.mszs.si/eng/education/system/basic.asp).

Secondary schools and some "people's universities" offer secondary education courses. From the school reform in the school year 1998-99, secondary schools offer the following curricula:

- general education: 4 years;

- vocational-technical education : 4-year (or 3 years + 2 years) curriculum from different areas;
- short-term and secondary vocational education: 2-and-a-half year and 3-year curriculum;
- post-secondary non-tertiary vocational courses: from 6 months to 1 year curriculum.

Secondary education in Slovenia caters for young people from 15 to 18-19 years of age and is free of charge. After finishing the compulsory 'basic' education course, the pupils can enter any of the secondary education courses, which last from 2.5 to 4 years and lead either directly to the labour market or to postsecondary vocational, higher professionally oriented courses or to academic courses.

The school reform also led to changes in the fields of topics, goals and methodology in school curricula. By examining all the school curricula we noticed that the new educational courses also include study topics and goals connected to sustainable development and sustainable consumption. In Agenda 21 for Slovenia it was pointed out that this goals are not introduced in schools in the consistent way due to the lack of interdisciplinary teacher's training. Besides formal education Slovene elementary schools and kindergartens also take part in the Eco-School programme. This is the EU programme for environmental management and certifications, and sustainable development education in schools. In Slovenia already 200 schools are involved in this programme and the pupils are encouraged to take an active role in practical steps to reduce the environmental impact of the school. Eco-Schools also extend learning beyond the classroom and develop responsible attitudes and commitment both at home and in the wider community.

Methodology

We designed our research as a survey. The data were collected by means of a self-administered five-page questionnaire. It was completed by a sample that included 315 last grade secondary school students (app. 18 years old) of the three general and/or vocational secondary schools in the town of Koper, Slovenia.

We first conducted an explorative study, where we interviewed a small group of students to gather more information and highlight the issues to be studied. Before the main survey, the pre-test questionnaire was completed by 30 students, which helped us make necessary modifications of the questionnaire.

Results

Attitude towards advertising and relevance of advertising information

The section of the questionnaire, concerning students' attitude towards advertising in general, contained 15 favourable and unfavourable statements about social perceptions of advertising. Respondents were asked to react to each statement on a five-point Likert-type scale ranging from 'strongly disagree' to 'strongly agree'.

The proportion of students who said that they liked advertising (the two categories, 'strongly agree' and 'agree' were combined) was slightly bigger (40%) compared to the proportion of

students who disliked it (again, the two categories on the other end of the scale were combined), namely, 37%. The remaining students (23%) were neutral.

Although the proportions of the opposite groups are similar, we found interesting differences in proportions of the students that chose the 'like' and 'dislike' answers, coming from the three surveyed schools. Students coming from the Grammar School³ showed more negative attitude towards advertising, compared to the other two schools⁴. 45% of students of Grammar School disliked advertising and 36% of them expressed positive attitude towards advertising. Almost opposite are the results from the other two schools (because there were not great differences, the results are combined): 43% of students liked advertising as opposed to 29% who disliked it.

The ambivalent attitude was also noticed when students were asked to react to the statement 'I often feel amused by advertisements'. 43% of respondents felt that ads often amuse them as opposed to 42% who felt the opposite (15% were neutral). We also found significant, although modest, correlation between the likableness of advertising and students' perception of ads as amusing ($r_s = .218, p < .0005$).

The majority of students, namely 82%, regarded most of the ads as misleading and 87% of the respondents disagreed with the statement that advertisements present a true picture of the product advertised (only 3,5% thought the opposite). Only 10% felt that they can trust advertisements (73% thought that they can't) and 77% of students agreed that there is too much advertising. 67% of the respondents felt that the omnipresence of advertising is disturbing (only 19% disagreed).

In spite of the fact that the majority of students thought that there is too much advertising, 62% of the respondents agreed that advertising should not be eliminated (compared to 19% who thought that advertising should be eliminated). The Spearman rank order correlation coefficient indicated a substantial negative correlation between the attitude towards the elimination of advertising and likableness of advertising ($r_s = -.475, p < .0005$).

Most of the respondents (69%) agreed that advertising is an important source of information about products offered at the market place, but, on the other hand, only 23% of respondents thought that advertisements inform them sufficiently, as opposed to 43% who felt that advertising information is not sufficient for making their purchasing decisions.

We can see that results are contradictory; on the one hand most of the students feel that advertising messages are an important source of information about products at the market place, but on the other hand most of the students find it misleading, misrepresenting the object advertised, untrustworthy and they perceive the omnipresence of advertising information as disturbing.

Although they acknowledged the omnipresence of advertisements, advertising functioned as the third most prevalent source of product information behind the advice from friends and advice from parents. However, it was considered less trustworthy (ranking behind trustworthiness of parents, friends and sellers). This is consistent with the above finding about the contradictory view of advertising information.

We also found out that students whose parents are higher educated tend to have more critical attitude towards advertising (the correlation coefficient indicated a significant, but modest negative correlation between likableness of advertising and parents' degree of education; $r_s = -.201, p < .0005$). There was no correlation found between students' attitude towards advertising and the school they are attending or between their attitude towards advertising

³ It is the secondary school with the most exacting (general) curriculum and therefore the highest admission conditions for the students.

⁴ Both combining general and vocational curricula, but less demanding than the Grammar School.

and their average grade. We assumed that socialization into the consumer citizen still remains in the private domain – in the domain of home and family.

We were interested in the behavioural component of their attitude towards the marketing messages they receive at home per post- more exactly leaflets and catalogues. It has been proved that 10 % respondents never read leaflets and 7 % of those who receive catalogues at home never read them. We can assume that our respondents are interested in those tools of communications as 41% of them read more than half of leaflets, and 52% of respondents read more than a half of received catalogues. A comparison with the research made on the representative sample of the whole population of Slovenia is interesting as the latter established that 16% of respondents never read leaflets and never read catalogues (Snoj, Vrčon Tratar, Podovšovnik 2002, 12). It seems that the percentage of those who are attracted by those kinds of marketing messages is even higher among students population. In a similar research in Great Britain it has been established that 22% of respondents do not read direct mail (Jay 1998,49). We have also found out that the percentage of the students who read more than half of leaflets and catalogues is very similar to this same percentage when taken the whole population of Slovenia into consideration- 44% read more than a half leaflets and 50% read more than a half catalogues.

Students' awareness of consumers' responsibilities

In our research we wanted to find out more about the respondent's awareness of environmental and related sustainable development issues, with an emphasis on the situation when they act as consumers. We asked them whether they, in the majority of cases, require or ask for information about the ecological characteristics of the products they buy. Only 10% of respondents require that information in the majority of cases. Others are not interested in this kind of information. We also asked them whether they would change a product which they buy regularly for an eco-friendly substitute, which is slightly more expensive. 52% of respondents would probably make this substitution, 17% of respondents would probably not change the product they buy and 31% are undecided. Those who are willing to change their product for an ecological one are prepared to pay an average of 17 % more for it. In the next question we have tried to additionally verify the ecological awareness of our respondents by using the five point Likert-type scale. We found out that 53% of respondents think that consumers can influence on the producers. Almost all respondents- 93% agree that the consumers must act ecologically responsibly, but only 41 % of respondents consider themselves as ecologically conscious consumers.

In addition we inquired which source of information concerning the responsible consumption prevails. We asked them whether they have discussed the fact that the consumers, with their consumption choice, can contribute to the preservation of natural environment: with friends, with the members of the family or in school. We found out that the most important reference group concerning this topic is the family- 24% of respondents talked about this topics with the members of the family in the last month, while only 13% of respondents talked about this in the school and 11% with friends. In spite of the fact that the quarter of respondents talk about responsible consumption at home, only 16 % of respondents know which ecological products are regularly bought in their family.

In our inquiry we showed to our respondents the sign which stands for recyclable packing and asked them whether they know the meaning of it. Only 3.5% of respondents knew the exact answer, but 61% of them gave partly correct answer as they mentioned the word recycling. The fact is, that this sign is similar to other signs expressing the ecological nature of the products, so it's easy to mix them.

Students' knowledge of their consumer rights

In the next stage of our research we wanted to know more about their knowledge of consumer rights. We asked them to list the organizations, which help the consumers in case of violation of their consumer rights. In Slovenia we have two organizations dealing with this problem: Slovene Consumers' Association and Consumer Protection office. Besides those the Market Inspectorate and the court take measures according to their official duty whenever charges are brought against somebody.

The great majority of our respondents – 71% are not acquainted with any of the four possibilities listed above. The 27% of respondents mentioned only one of these organisations. The most often it was mentioned Slovene Consumers' Association - by 12% of respondents. In addition three every day life situations were presented to our respondents in which the consumer could assert his or her consumer rights. In each situations we wanted to know whether they knew their rights in a particular situations and whether they would be active in asserting their rights. On the basis of these three situations we can established that on average 27% of respondents know their consumer rights and the additional 18% of respondents only partly know them. In spite of the lack of knowledge, the majority of our respondents on average 56% would be active in asserting their consumer rights. We also found out that in many cases, due to the lack of knowledge, they wouldn't act in an appropriate way. We also established that the proportion of active respondents is higher in the case of more expensive goods, which is quite normal.

In the end of our inquiry we showed them another sign, which represent the stick for a mail box, which forbids the postman to put any unaddressed post in your mailbox.

Only 24% of respondents knew the meaning of this sign, 35% didn't know it and 37% did not answer the question. According to our opinion the results are the consequence of the fact that the sign is relatively new in Slovenia- only a few months and they haven't got acquainted with it.

Conclusion

The main finding of our research was that students' consumer education/socialization stays in the private domain. In spite of the fact that students are daily exposed to different media (for instance, in our research students reported watching television on average more than two hours daily) and therefore receiving a great deal of data/information concerning their purchasing decisions from the mass media, they still report that the most relevant information came from their parents and friends.

Although they did express some degree of awareness of ecological problems of consumption and most of them felt that as consumers they are bearing responsibility for preservation of natural environment, most of the respondents couldn't name one eco-friendly product that they were buying. However, among the students who reported discussing the ecological problems of consumption within their family, the percentage of those who did name the eco-friendly product was significantly higher. Again, it seems that the family plays more important role in educating an ecologically conscious consumer than the school does. But still the results of our research are far from satisfactory and there is a great need for the education system to take more active role in educating a consumer citizen.

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Understanding consumer citizenship through learning clusters

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1. Introduction

Consumer citizenship in learning clusters is a theme with at least two concepts that need clarification. In brief, there is a widespread agreement that the production and distribution of knowledge are increasingly significant processes in the determination of sustainable development. The latter has been defined¹ as a process whereby future generations receive as much capital *per capita* as – or more than – the current generation has available. Traditionally, this has included natural capital, physical or produced capital, and human capital. It has now become recognised that these three types of capital determine only partially the process of sustainable development in a knowledge-based economy, often referred to as ‘new economy’, because these overlook the way in which the broadly understood economic actors interact and organise themselves to generate knowledge, and thus innovation and consequently, the growth. The missing link is a pool of structural capital - that complements human capital to knowledge capital - and social capital that facilitates the rise and flow of the previous one. The pool of these capitals remains deeply embedded in a particular socio-cultural context and varies from region to region. The notion of *region* refers here to a sub-national unit with borders defined politically at the meso-level between the local (micro-level) and the supra-national (mega-level), and geographically through the economic concept of clustered industries and firms. In the scale of ‘new economy’, the ‘regional’ correlates to ‘global’, just as the ‘local’ relates to the ‘national’.

The notion of *learning cluster* refers here to the ‘smart’ regional aggregation of innovative systems interrelated through the *interactive learning* ties with a particular milieu of social actors responsible for sustainable development and equitable distribution of economic benefits. With the concept of *regional innovative systems*, the social construction of supply-side (production, management) of industries and firms may be comprehended. While the broader concept of learning clusters demonstrates how the same reciprocally interactive ties between social actors and innovative systems influence the *social structure of demand and supply* simultaneously, for these are complementary ingredients of the knowledge and social capitals residing in a particular region. In other words, intensifying *consumer citizenship* through interactive learning resulting in the enforcement of ethical ‘rules-of-the-game’ on *learning markets* does not hinder the growth of wealth, but it may add up to it.

2. Learning and Economic Growth

3.

Innovation is undoubtedly considered as the most important driving force for economic wealth. It can pertain to any industry or economy sector and represents more than just the initial “big idea” or the end product or service that results from it. Innovation, in contradiction to the stereotype as related to the high-tech industries, is more accurately defined as a process through which knowledge may be translated into new creations: products, services, or an increase in productivity through new production and organisational methods. In this sense, all the innovations embody “*in-demand knowledge*”. Innovations may also create new demand, as in the case of product innovations geared towards the satisfaction of previously

unrecognised needs and wants. There is now a substantial body of research which shows that the innovation is a systemic rather than a linear process, and that the linear process of innovation is the exception rather than the ruleⁱⁱ. The processes through which innovations emerge are to be understood as closely intertwined with the emergence and diffusion of knowledge elements as well as with the “translations” of these into new products and processes. They are characterised by complicated feedback mechanisms and interactive relations involving *science, technology, policy, production and demand*. Thus, perhaps more significantly, innovation processes embody complex forms of knowledge and learning. *Knowledge* itself may be regarded as a commodity of rather peculiar characteristics. It is a “stock” concept, while *learning* may be perceived as a “flow” process. The result of learning process is the dissemination of existing knowledge or the production of new knowledge.

Individual learning refers here to the acquisition of information, understanding and skills by individual people, through participation in any form of education and training. The result of individual learning is the stock of *human capital*, which, in turn, is a form of *knowledge capital*. In particular, individual learning is weighted towards the forms of knowledge which are referred toⁱⁱⁱ as *know-what* and *know-why*. At varying levels of complexity and sophistication, these kinds of knowledge may be codified and communicated quite readily (*explicit knowledge*). Therefore, to a considerable extent, individual learning involves the dissemination of existing knowledge, even though it is new to the individual acquiring it. The forms of explicit knowledge constitute necessary, although not, of course, sufficient prerequisites for innovations of all kinds. The forms of formal learning are complemented by the informal learning that is generated in the course of normal everyday activity, including economic activity. In particular, individual “learning-by-doing” is a key process for production of the type of knowledge known as *know-how* or *practical knowledge*. To a much higher degree than formal individual learning, “learning-by-doing” provides a basis for the generation of new knowledge. The relatively tacit character of know-how is closely associated with the embedding of it in a particular social context, and consequently, it causes difficulties in the development of strategies aimed at promoting “learning-by-doing” in order to increase a pool of practical knowledge. Outside “learning-by-doing”, the production and dissemination of *know-how* is facilitated to a more significant extent by “learning-by-interaction” or *interactive learning*. This means, that individuals are able to develop what they have learnt through “learning-by-doing”, as well as through formalised means, by face-to-face communication and exchange with others. Hence, interactive learning provides a means by which non-codified (as well as codified) knowledge may be transmitted.

The concept of *learning organisation*^{iv} describes such an organisation as the one which stocks and develops *knowledge capital*. This covers *human capital* and *structural capital* that is retained by the organisation independently of the presence of particular individuals. The core component of this *sticky knowledge* generating structural capital is embodied in tacit knowledge created through “learning-by-doing” and “learning-by-interaction”. The process of *organisational learning* depends and builds upon individual learning and in particular on interactive learning upon which the *sticky knowledge* is produced up to a significant extent. It “... amplifies the knowledge created by individuals and crystallises it as a part of the knowledge network of the organisation. This process takes place within an expanding *community of interaction* which crosses *intra-* and *inter-organisational* levels and boundaries^v”. Consequently, organisations can appropriate existing knowledge from outside or create new knowledge either inside it or in interaction and collaboration with other organisations. Crucially, organisational learning involves the creation of new knowledge to a much greater extent than individual learning. It is precisely the *interactive nature* of

organisational learning that permits this to occur. Since the essence of knowledge perceived as a base resource of economy lies in its infinity, unlike other hard resources that used to drive economy in the past epoch of manufacturing in line with the logic expressed as: *the more I have of it, the less you have of it*, the soft resource of mental-factoring era has a very different logic with its fundamental rule: *the more we share of it, the more we have of it*.

4. Equitable and Sustainable Development in Learning Regions

We may conceptualise an *innovative system*^{vi} as a set of organisations involved in the development, diffusion and use of innovations, together with their reciprocal ties where interactive learning plays a crucial role. The sustainable innovative performance is strongly dependent upon their permanent existence. Hence, the *sustainability of innovative systems* rather naturally absorbs the concept of *continuous* interactive learning. In this sense, innovation entails also social and environmental dynamic. The interactive learning relationships are profoundly shaped by the social rules, cultural norms, routines and conventions which regulate them. These “rules-of-the-game” stuck into a system of innovation may either constraint or improve interactive learning, and consequently the process of innovation and growth.

The conceptualization of *regional innovative system* corresponds with the two sub-systems^{vii}: the knowledge application and exploitation sub-system, principally occupied by firms with vertical supply-chain networks, and the knowledge production and diffusion sub-system, ‘glued together’ with the reciprocal interactive ties among the organizations within and between the two sub-systems. Thus, the regional innovative systems embody the ‘third generation’ system resulting from the evolution of industry clusters into the regional innovative networks on the way to increase their innovation capability and competencies. They possess all three dimensions which distinguish *regional smart systems*^{viii} of economic success: concepts, connections and competencies. These, in turn, may be perceived as *learning regions*, providing that they encompass and mobilize not only the innovative systems, but also all other regional organizations (i.e. regional authorities, well-being and educational organizations) responsible of economic benefits— employment, income, standards of living – *equitable distribution of commodities* between different social groups. The enhancement of smart region to learning region, through the development of reciprocally interactive ties between ‘economic’ and ‘social’ actors lessens the possibility of generation of new social exclusion patterns caused by the denial of access to the different forms of learning opportunities, and consequently knowledge.

The norms, values and beliefs which are shared in everyday interaction within social networks and which enable each learning region the proper coordination of actions to achieve its desired goals of sustainable economic growth, social cohesion, and fulfillment of personal potential of citizens, form the *social capital*^{ix} of the region. Each regional community accumulates their own stock of social capital over particular paths of economic, social and cultural development. The social capital may be specified^x along two dimensions: societal (global)/communal (regional) and inward/outward connectivity. This specification tunes up with the typology of mega/micro clusters^{xi} where each mega cluster may be perceived as a heterogeneous “cluster-of-clusters”, and each individual cluster has different characteristics and plays a different role in the economy. The constellation most conducive to the regional goals is where regional communities are concurrently strongly *integrated* with powerful intra-community ties, and also have effective *linkages* to the wider world both through individuals, as well as organizations. At the regional level optimal conditions are where the macro

structures have strong synergy with community, but remain autonomous and ‘economic’ and ‘social’ organizations exhibit high degrees of competence and capability to undertake effective action. At both levels, interactive learning between organizations is greatly facilitated where network relationships are characterized by high degree of trust.

5. Learning Markets as Socially Responsible Markets

With the previous concepts in mind, when we refer to the ‘new economy’ that is understood as *knowledge-based economy* where knowledge is considered as an only commodity, we think it equivalent to *learning economy* where interactive learning plays a crucial role to facilitate the flow of knowledge. These are thought to be different viewpoints on the same concept. For simplicity, in further considerations, we use a letter *L* to indicate any concepts related to the *learning* economy that may be schematically written down as:

- L-economy = creation of knowledge (\boxplus) application of knowledge, where (\boxplus) stands for the interactive learning ties.

The single L-commodity may be ‘physically embodied’ in commodities through the process of innovation. The interactive L-commodity creation-application concept draws a parallel thought to the broadly elaborated *stakeholder theory*^{xii}. However, the L-market mechanism specifies the *consumers (stakeholders) oriented behaviour*^{xiii} as the result of interactive learning process, and consequently indicates the learning policies as an interactive mechanism supporting rise (or fall) of the consumer and corporate social responsibility.

In order to ‘translate’ the L-market into the ‘old-economy’ market terms we may perceive the L-market as a three dimensional system:

- L-market = L-supply (\boxplus) L-demand, where (\boxplus) stands for the interactive learning ties.

The first dimension correlates with the industry and business clusters and the interactive learning ties within and between them (commodity supply), the second one refers to the ‘knowledge clusters’ that involve the organizations responsible for knowledge production and diffusion together with the interactive learning ties between and within them (commodity demand), and the third one relates to the interactive learning ties between the two.

The L-market may be projected onto one of the surfaces related to the L-production and L-consumption of commodities. Thus, the projection of L-market onto the L-supply surface may be written down as:

- L-supply system = industry and business cluster (\leftrightarrow) ‘knowledge-for-industry & business’ organizations, where (\leftrightarrow) stands for the interactive learning ties between them.

This may be re-written in the terms of commodity market as:

- L-supply = commodity supply (\leftrightarrow) knowledge-for-industry & business application

The ‘knowledge-for-industry & business’ organizations are equivalent to those organizations of the innovative system which are responsible for knowledge production and diffusion for the industry and business organizations’ purposes (i.e. regional authorities, R&D institutions, educational actors). Hence, on a basis of our previous concepts, we may put it as:

- L-supply system = regional innovative system = regional smart system

Accordingly, the projection of L-market onto the L-demand surface looks as follows:

- L-demand system = households (\leftrightarrow) ‘knowledge-for-households’ organizations.

The households are thought to represent the system of smallest social organizations that consume commodities, and the ‘knowledge-for-households’ organizations embrace non-profit organizations (i.e. regional authorities, well-being (= social) organizations, educational actors) responsible for knowledge production and distribution for households’ purposes. Since we discuss regional market, then:

- $\sum \text{households} = \sum \text{consumers} = \sum \text{citizens},$

and the interests of consumers are matching the interests of citizens. Hence, we have:

- L-demand = commodity demand (\leftrightarrow) knowledge-for-citizens creation.

So, finally, we have the concept of L-market expressed in the terms of a commodity market in the following form:

- L-market = (commodity supply (\leftrightarrow) knowledge-for-industry & business application) (\rightleftharpoons) (commodity demand (\leftrightarrow) knowledge-for-citizens creation).

As it is clearly visible, the regional authorities and educational actors make a cut of the L-demand system and the L-supply system, for they belong to both of them. This underlines their important role they play on L-markets, as the *organizational linkages* between the commodity L-supply and L-demand systems.

In the 'old economy', the consumer tastes and preferences constitute the final intervening factor through which the other factors must act in order to create demand. The theoretical approaches to consumer demand fall into two broad categories. From the supply-side perspective characterized mostly by marketing theory^{xiv} that assumes the exogenous origin of consumers' tastes and preferences, with a key factor of corporate business marketing strategy. The demand-side perspective, exemplified mostly by neoclassical economic models and consumer behaviours theory^{xv}, assumes the endogenous origin of consumers' tastes and preferences, with a key factor of autonomous wishes of consumers.

Drawing upon our previous concepts of L-market, we may write the L-value of commodity in a form of the following interactive learning function:

- L-value = F (L-supply, L-demand) = F (commodity supply (\leftrightarrow) knowledge-for-industry & business application, commodity demand (\leftrightarrow) knowledge-for-citizens creation).

Hence, it may be re-written as:

- L-value = f {commodity (supply (\rightleftharpoons) demand) value, (knowledge-for-industry & business application (\rightleftharpoons) knowledge-for-citizens creation) value} = commodity value $\langle \square \rangle$ knowledge value

, where $\langle \square \rangle$ indicates a recursive interaction resulting from the interactive learning ties between the L-supply and L-demand systems. The *commodity value* is a value resulting from the interactions between commodity supply-demand actors involved in the transaction, what correlates with the 'old-economy' marketing theory values assuming the exogenous origin of tastes and preferences. The interactive ties facilitating the sell-buy transaction may be 'physically represented' as a two-way interactive process: the *distribution of commodities* – the direction from commodity suppliers to commodity consumers, and the *re-distribution of commodities* – the direction from commodity consumers to commodity suppliers.

The notion of *knowledge value* assimilates ethical and aesthetical factors resulted from the interactive learning within and between all knowledge creating organizations on one hand, and all knowledge applying organizations on the other. To simplify our considerations, we will focus exclusively of the ethical factors of knowledge value, which we refer to as *ethical value*. The interactive ties facilitating the ethical knowledge creation-application process may be perceived as a two-way interactive process: the *distributive flow of ethical knowledge* – the direction from the ethical knowledge-for-consumers creators to the ethical knowledge-for-industry & business applicators, and the *re-distributive flow of ethical knowledge* – the direction from ethical knowledge-for-industry & business applicators to the ethical knowledge-for-consumers creators. Thus, the ethical value is facilitated through these both: distributive and re-distributive flows of ethical knowledge. They may correlate with the notions of *social consumer-citizen responsibility*^{xvi} and *corporate social responsibility*^{xvii} accordingly.

To summarize, we may say, that the L-value of a commodity is higher, when its ethical value component is also higher, or in other words, when the interactive learning ties between

knowledge actors on L-market are stronger and better established. However, we cannot forget that all the ties between actors on L-market are of an interactive nature. Thus, the L-value with a high commodity value component and a low ethical value may equal the L-value with a low commodity value component and a high ethical value. The first situation coincides with the well-established interactive learning ties facilitating distribution-re-distribution of a commodity and poor ties facilitating the corporate-consumer social responsibility, and the second one relates to the other way round position.

And here comes the essence of *L-market model* that is functioning somewhere between the two opposite concepts: the *socially irresponsible market* (commodity value = 1, ethical value = zero) and the *pure social market* (commodity value = 0, ethical value = 1), is equivalent to the market where the ethical value of a commodity becomes substitutable for its economic value up to some degree (between 0-1). The better are conditions for effective process of continuous interactive learning between knowledge creation-application organizations facilitated by the *learning policy*, the higher social responsibility of the market. Hence, the question is: *how* to appropriate the balance between the economic and ethical values through correlation of learning policies with governmental rules on one hand, and application of learning policy to all other policies that routinely belong to different sectors. The latter must take the first step in policies that enable markets to *unlearn* inappropriate 'old-economy' logic principles left over from the markets performance of manufacturing era.

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Grasping the future challenges of social involvement

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Introduction

The challenges of scientific and technological advance, globalization with its economic and social dilemmas, climate reversals, the increasing consumerism - all these forces are driving enormous changes which will impact like a tidal wave over the next years of the new century. The future has never been more uncertain than it is now. But the need to understand the future has never been greater. We are looking for ways to resolve the problem– to predict or to build the future.

Successful prediction conveys power. But the understandable desire to "predict the future" is in direct conflict with understanding of people as active agents and makers of reality. Successful prediction however would render us as passive observers. Fortunately such full-scale "Foreknowledge" is not available to us. But we as humans have build-in need and capacity to direct, control and construct our life and our environment [5]. We have the ability to set up our future.

The Foresight is one of the most important innovation tools of social involvement and citizen's power for building of **sustainable** future [2]. It was established in highly developed Western countries (HDWC) as a transdisciplinary, systems-science-based approach to considering alternative possible futures and planning to create a preferred one. Foresight emphasizes the concept of alternative futures: the idea that "the future" cannot be predicted, but alternative futures may be imagined, explored, and assessed for plausibility and probability. These alternative futures arise out of the trends of change and emerging issues we can observe in the present; we can explore them by extrapolating the extent of their growth as well as their potential impacts on the environment.

The opportunity to transfer the Foresight from HDWC to less developed Central and Eastern European Countries (CEEC) without losing its particular advantages is very problematic. The adaptation of the foresight in the field of consumerism and sustainable development is not without challenges. The success of the foresight exercise depends on many social and cultural conditions, often tacit and hidden. These conditions existed in the most advanced countries, but they are not necessarily apparent in less developed countries. The paper aims at improving of this situation in Bulgaria through utilization of knowledge (education), participation (networking), and the help of new (more informed) consumers.

The Foresight as a key approach for setting up the future

We are consumers, but first of all we must be citizens. "Consumer citizenship is when the individual, in his/her role as a consumer, actively participates in developing and improving society by considering ethical issues, diversity of perspectives, global processes and future conditions. It involves taking responsibility on a global scale when securing one's own personal needs and well-being" [6].

It was able to examine the "Consumer citizenship" as an aspect of emerging **knowledge society** [2]. But the main tool for setting up the future of knowledge society is the Foresight [2], [3]. As citizens we must adopt the Foresight in our community and country.

Foresight involves bringing together the key agents of change and sources of knowledge, in order to develop **strategic visions** and anticipatory intelligence [3]. Foresight is often explicitly intended to establish **networks** of knowledgeable agents (firms, governments, business sectors, voluntary organisations, citizens) who can respond better to policy and other challenges.

Foresight involves five essential elements [2]: anticipation, participation, networking, vision and action. There are three main organisational dimensions in any Foresight activity that need to be considered: its formal structure (roles and responsibilities), the decision processes (management style), and resource procurement (sponsorship). A number of formal and informal roles can be discerned in an Foresight, including promoters, stakeholders, sponsors, steering committee, project team, champions, experts, process experts, monitoring groups, etc. Formal roles and responsibilities require careful definition and consultation so that players know what they need to do and when. Consultation gives participants and stakeholders a sense of ownership of the process and its outputs.

Foresight exercises seem to consist of a “hard core” of concrete techniques and “soft surroundings”, with goals, aims, expectations, motives, attitudes, managerial skills and capabilities that are difficult to define. It is said that in foresight, **the process** itself is more important than its **outcome**; but the process is more difficult to measure. That is why contrary to other policy tools, foresight does not have any clear performance indicators. Techniques are relatively easy to transfer from one country to another; but success of foresight depends mostly on the presence of these more difficult to measure and more hard to transfer factors.

Like almost all intellectual inventions, Foresight has its own life history: a period when it is conceived and it is refined and developed; another one, when it becomes topical, widely diffused and effective; and the last one, when it declines, first in the world centre, and next, at the world periphery. Seen from this point of view foresight enters the second stage; we all are witnesses of its enormous success, diffusion and acceptance.

Adoption of the foresight in less developed countries

It is known that almost all technologies lose their productivity and efficiency while being implemented in less developed countries. Does foresight contradict this general rule? What are the basic conditions for successful adoption/adaptation of foresight? Why has foresight emerged and gained such wide acceptance?

We will try to describe some general reasons or trends, which reflect successful implementation of the foresight in the HDWC. All these trends are often related with one another. The question is “Are these trends are equally presented in less developed countries and if not how this might influence the adoption of foresight?”

The main reasons or trends for emergence of the foresight are as follows [2],[5]:

(1)The shift from the **industrial** to the **information** society. The oil shock of 1973 in the Western world accelerated the transformation from energy, labor and natural resources-intensive industries towards the knowledge economy, based on services, on telecommunication and electronics and the development of foresight. The structural indicators of recent CEEC economics resemble with some decades delay that of the more advanced Western countries. The globalization introduced some shared economical conditions for successful foresight implementation in less developed countries. But the presence of economic reasons for foresight is not enough.

(2)The shift from **past-oriented** to **future-oriented** world, from **traditional** to **post-modern** society, from **routine** to **innovation**. This long-term process has transformed the society. The world of the repetition, tradition and faith in the wisdom of ancestry has declined and a new world of the cult of novelty, invention, innovation, discovery and originality has emerged. In the HDWC the “turning point” occurred between 1880 and 1918.

In Bulgaria and in other CEEC the transition from a feudal rural community to a modern society occurred much later. CEEC followed a different path of economic and social development starting from the 16th century. The so-called second serfdom, stagnation or

downfall of towns and weak bourgeoisie were the reasons for the nations of CEEC to become either peasant or noblemen nations at the end of World War. As a consequence, in CEEC still there is a lack of attitudes, competencies and institutions necessary for an efficient modern society – “civilisation competence” (including enterprise, civic, discursive and everyday culture). For example we don’t have enough discipline, tolerance, pluralism, respect for opponents, compliance with the majority and the like.

Communism froze a lot of past-oriented attitudes; with the exception of the younger generations we are still more past-oriented than Westerners.

Since the industrial revolution innovations turned to one of the basic elements of the new capitalist economy. Because of the anti-innovative nature of the communist economy, there is still a delay in understanding the importance of innovation by entrepreneurs, economists, policy-makers and the public in post-communist countries.

(3)The shift from **short-term** to **long-term** thinking, from **static** to the **process** concepts. Thinking in a long term started at least with Kondratieff’s long waves theory. In CEEC short-termism still prevails. It seems to be a reaction to the socialist planning and to the feeling of being a passive subject (rather than a player) of historical processes.

(4)The shift from **administration** to **management**, from **hierarchies** to **networking**. The introduction of the management techniques in Western public administration improved its efficiency and effectiveness. The secret of efficient public administration in HDWC lies in the fact that both officials and politicians know and automatically apply certain basic reasoning and action procedures. The ABC of effective behaviour is taught in secondary schools (decision-making, the art of giving speeches, discussion and arguing rules), during administrative and political studies, it can be also learned from managerial games as well as from practical experience.

This historical shift was scarcely initiated in CEEC both in the public R&D sector and in public administration. Governmental departments are still very far from standards observed in HDWC. The patron-agent relationships are not clearly defined. The political cycle lacks the necessary expertise. Political institutions undertake tasks that should be performed separately. In the absence of a well defined economic and social developmental strategy, science, technology and innovation policies are relatively vague.

Political instruments, used in CEEC are mostly general, passive, incomplete, redundant and having conflicting purposes. The absorptive capacity for introduction of new political tools is still relatively weak. In research laboratories and universities the utilization of modern management techniques is going slowly.

Team working and the art of discussion belong to one of the most important civilization “Achilles’ heels” of the CEEC.

(5)The shift from a **representative** to a **participatory** democracy and from a linear to an interactive model of the policymaking process. Foresight with its emphasis on wide participation and negotiation between stakeholders could also be cited as an example of this transformation. Foresight could also be treated as policy analysis instrument and from this point of view its emergence could be considered a sign of the development of broader policy analysis arsenal.

(6)The shift from **petrifying** to **self-learning** systems. This shift is retarded in post-communist countries. At the level of organizations, the structural logic of vertical bureaucracies was made obsolete by the informational trend toward flexible networks, similar as to what happened in the West. But, unlike in the West, the vertical command chain was at

the core of the system, making the transformation of large corporations into the new forms of networked business organizations much more difficult. This lack of `reform itself` ability – learning from experience, learning by learning, learning by monitoring and innovating – survived in CEEC in almost all spheres subordinated to the state.

Foresight also could be interpreted as an illustration of the **techniques of thinking and thinking about doing** . Lateral, creative, critical or system thinking, decision making techniques like SWOT, PEST, brainstorming, the Delphi technique, as well as team management tools are now taught in HDWC at all levels of education. Almost all of them were used in foresight .

Up to the end of communism the *know what/ that* training and literature prevail over the *know how* approach; now this trend has changed but the delay is significant.

The challenges to future development for Bulgaria

The uncertainty of the future is very considerable problem in Bulgaria, when we make preparation to join with the EU-countries. Reforms implemented in Bulgaria have a significant effect on the economic development. In the recent years, the country has become one of the fastest-growing economies in Europe. As a result we have market conditions and lots of **consumers**. But we must also remember the lower level from which growth has started. There are investigated sectors as well as "black holes" combining significant gains with important but ignored aspects of a social system. The **citizenship** as a pattern of social identification, commitment, involvement and responsibility in democracy was emerged very slowly. As a result, the appeal addressed to everyone - to creatively participate in the development of Bulgarian dimension of Europe - does not constitute an inspiring factor for transition yet. A citizen's mind identifies a lot of cages where his/her interests, orientations, endeavours, including potential to social involvement, are trapped in. Many individuals believe that - as decades before , noone is striving to open the cages in order to go forward.

A great number of Bulgarians are both proud of joining the EU and also afraid of a new citizenship, since they do not understand exactly which prospects and options are available for them and not only for the ruling strata in the enlarged Europe. Our society faces a daunting dilemma: how to identify the goals of the European strategy that is imperative for **sustainability**. Sometimes it appears that the ruling elite do not recognise the distinguishing characteristics of the knowledge society as true variables. The core of our backwardness lies not in the lack of identifiability of elements and issues of the knowledge society, but, instead, of unwillingness to manage transition towards a sustainable society.

In a medium - term future, a challenge for an individual will be the identification, understanding, and interpretation of a set of characteristics of the knowledge society (including consumer citizenship) for his/her own every day's needs and activities.

On the threshold of accession to the EU, many Bulgarians have come to the conclusion that their economic and social situation, compared with that of the Members and other candidate countries of the EU, is a quite unpleasant one. However, from the analysis and economic scenarios performed in 2003 a futurist can conclude that there are three main ways out of the situation. Actually, these could be designed by the Bulgarians themselves, and these are "to be the servants," or "to be the cheats," or to be the innovative and re-skilled humans in an emerging knowledge-driven world.

Our aim will be to help for mobilization and focus of the social energy on the way of innovations.

Bulgaria remains almost the only country in the enlarging Europe without national foresight. Responsible persons and institutions do not follow the kind invitation from EU for Bulgaria to become involved in such type of activities. National foresight - thinking, debating, and shaping the nation's future - should be considered as an important approach towards the

information society. We use foresight in some branch investigations (information technology, tourism, consumerism etc), but not in the regional development.

Since the end of the 19th century, Bulgarians have ranked themselves among well-educated nations.

But in this agile world we are in arrears. For example, Long-Life Learning (LLL) is not well-known as a concept and not widely used in Bulgaria. LLL supports the economy and the society at the same time, it benefits individuals as well as the community, helps people to cope with social changes and labour market demands, as well as to improve job prospects, to enjoy full and satisfying lives. These opportunities should be provided in a variety of ways to suit their differing backgrounds, needs, and preferences. We believe that LLL for people in Bulgaria will be an essential part of the process aimed at building the sustainable future.

Approach to the knowledge society (including consumer citizenship) as a reality for Bulgaria should receive legitimisation in minds, open discussions, creative activities and systematical education of individuals, companies, and governmental structures.

The emergence of the New Consumer

The consumer has traditionally been considered a pawn in a game of social acceptance, influenced greatly, if not entirely, by advertising and commercial pressure. Others claim the consumer is a global dictator on the world stage and controls by his/her market choices the growth of the market and the direction of global development. Whether dictator or pawn, the consumer is a social force to be reckoned with on the international scene as well as in local and national arenas [4].

Recently the new powerful driving force in the economy is the emergence of consumers who use information far more intensively to meet their economic needs. These **new consumers** are influencing a spectrum of business and economic decisions and transforming a variety of societal precepts. In its simplest definition, the new consumer is someone who has higher educational qualifications; who lives in a household with discretionary income; who has access to new information technologies. In Bulgaria the population of new consumers is about 10-12 % of adults, but in the Western countries this is about 35-40%. They are creating a much more diverse and fragmented society. New consumers use information differently [5]: they search for information in more channels; they refer to information more frequently; they prefer information for which they initiate the contact; they like interaction; they use information to experiment more often.

By using richer sources of information and enjoying the potential for more interactions with businesses, the new consumers are also learning the value of their own personal information. They are increasingly looking to build relationships with businesses that understand how to provide greater value in exchange for that information. These new consumers are also beginning to seek out sophisticated agents, both human and electronic, whom they can trust to help them manage the increasingly complex set of life's tasks.

Some traits were identified that typify new consumers' behaviour in the marketplace [5]: (1)Prefer choice; (2)Demand tailored information and communications; (3)Sceptical of brands; (4)Willing to experiment; (5)Value convenience; (6)Expect superior service.

The new consumers are also influencing the labour market not only because of their demand for services at all times and places, but also because, as workers, new consumers are defining new relationships in the workplace. And, as they get more information, they are more confident about taking risks. For example: switching careers, borrowing to pay for more information. New consumers accept greater personal risk if it means more control.

New consumers are replacing the ``old'' consumers, who tend to be less educated, less affluent, less informed, and less demanding in their purchasing activities.

The new consumers are a heterogeneous social group, but they are more prepared to involving in the foresight exercises. We must help with the education and motivation of the new consumers.

Conclusions

1. In CEEC still lack attitudes, competencies and institutions necessary for an efficient modern society (not enough discipline, tolerance, pluralism, respect for opponents, etc).
2. The patron-agent relationships are not clearly defined. The political cycle lacks the necessary expertise. Political institutions undertake tasks that should be performed separately. In the absence of a well defined economic and social development strategy, science, technology and innovation policies are relatively vague.
3. The vertical command chain was at the core of the system, making the transformation of enterprises into the new forms of networked business organizations much more difficult.
4. We believe that LLL for people in Bulgaria will be an essential part of the process aimed at building the sustainable future.
5. The New Customers are more prepared to involving in the foresight exercises. We must help with the education and motivation.

One of the most difficult problems CEEC could face when implementing foresight is how to re-arrange it and/or to develop all the necessary and additional assets lacking, to make it a tool that will help to conceptualize their own most important issues and aspirations.

Approach to the knowledge society (including consumer citizenship) as a reality for Bulgaria should receive legitimisation in minds, open discussions, creative activities and systematical education of individuals, companies, and governmental structures.

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The Conceptual mapping of Consumer Sciences in the United Kingdom in Higher Education in relation to Consumer Citizenship

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Issues of consumption both from provider and consumer perspectives and aspects of citizenship have become areas that Consumer Sciences courses in Higher education in the UK have needed to take note of. Some would argue that they have always been an intrinsic part of the field of study from the heritage of Home Economics.

As the subject field of consumer sciences has developed the question as to how course design has responded in relation to these issues has been in need of study. In order to track these changes in the UK, research is currently being undertaken to develop appropriate concept maps. For the purposes of this paper thought is given as to how consumption and consumerism has been reflected within changing course structures. This is considered through the mechanism of reviewing how key aspects of course content have changed over a twelve year period. This however does not give a full flavour as to how these topics are addressed within the content approach, which will be considered through future research.

Background

The higher education sector in England and Northern Ireland is diverse. The Higher Education Council funds education in over 140 institutions of Higher Education. These institutions vary greatly in size, subject provision, history and statement of purpose. Typically, at these full time studies at undergraduate level for BA/BSc courses is for 3 or 4 years, or for 5 to 8 years if part-time study is undertaken. Each has autonomy to determine its institutional mission and its specific aims and objectives at subject level. However in the last few years subject benchmarking has been developed for a wide range of subject areas.

There has also been much debate in the last ten or so years about what it means for subjects in the post modern world - characterised by complexity, uncertainty, social construction of knowledge, fragmentary, validation by usefulness rather than scientific rigor (Richards 2000; Baldwin 2002; McGregor 2003).

However the fluidity of approach forces examination and reflexivity - so it is less threatening than it appears and perhaps Consumer Sciences can therefore be proud to be a subject that is open to change and development- that it is a changing subject for a changing world. Arguably it is a subject area that is more open than others to change due to its subject content and the current changing social, technological and economic forces. Hence it can be useful to track the genealogy of the subject development given its key purchase on the present, and strong connections between theory and practice. Hence the need to clarify key concepts - what it is to "do" consumer sciences.

Definitions

Recently, subject benchmarking (QAA 2002) has been established for Consumer Sciences at bachelors level, and this has been focused on describing the nature and characteristics of the subject area and identifying the "typical substantive core".

Hence Consumer Studies/Sciences as academic areas in the UK have been defined as: “Interdisciplinary subjects which seek to understand the relationships between the consumer and the economic, technical, social and environmental forces which influence the development and consumption of goods and services” (QAA,2002).

This definition was developed through a process of peer consensus by the Standing Conference for Consumer Studies, the collective of Higher Education institutions teaching in the area, now subsumed into the UK professional body the Institute of Consumer Sciences (SCCS 1998).

This complements the broader definition by the Institute of Consumer Sciences as : 'Consumer Sciences is the interdisciplinary study of individuals, households and communities as consumers of goods and services.' (Institute of Consumer Sciences, 2001,).

In comparison citizenship can be perceived as having civil, political and social dimensions. It is characterised by rights and responsibilities in both private and public spheres, but also includes the approach of consumer citizenship- power through choice in the consumer market. Citizenship in Britain could be perceived as having evolved over time, with the development of its civil element in the eighteenth century, its political element in the nineteenth century and social citizenship in the twentieth century with the acknowledgement that there is both passive and active citizenship.

It is important to be aware that from August 2002 in the United Kingdom Citizenship has been taught in secondary schools as a statutory responsibility. This means that issues such as legal and human rights and responsibilities, services, funding and contribution via central and local government, voter responsibility ,work of non-government organisations, conflict resolution, media in society and the global community, are taught earlier at key stage 3 . Additionally cultural histories and social identities, basic economics, influencing social change, rights and responsibilities of consumers, employers and employees, global interdependence and sustainability are covered by the end of the second key stage 4.

Rationale

The aim of the current research has therefore been to analyse the subject field construction at Higher Education for degree courses in the UK in the last four years using prospectus, handbook and official data in terms of stated subject study areas. In addition semi-structured interviews with members of staff involved with the construction and delivery of these courses is currently being undertaken and analysed to produce comparative concept maps. It is also expected to relate the research as to how consumer citizenship and also consumer education and personal, social and health education are seen as significant (or complementary) areas. The question needs to be asked if these areas are perceived as being an intrinsic part of the interpretation and concept map for consumer sciences or whether the approach is more fragmented.

Initial analysis of the subject field indicated that in the last four years there has been a period of relative stability in terms of course content and emphasis, but with an increasing focus on the consumer particularly as an individual, not necessarily in the context of a family.

Historical Development

Historically specialist colleges for teachers of domestic subjects existed in the UK from 1873 (Dyhouse 1981) and it was made a compulsory elementary school subject from 1878 as a primary response to the wretched living conditions, poverty and neglect. Although the orientation was practical, financial management and nutrition were key areas. In the academic area degrees developed at Bristol and London Universities in 1912 and 1926 with a social and household science orientation. There were predominantly teaching orientated diploma courses and these two degrees until the 1950's when technical training developed. There was then a significant development of degree courses in the late 1970's. The move from teacher training certificates, BEd degrees and technical qualifications to BSc and BA level courses, plus the change from Home Economics to Food and Textiles as elements of Technology in the National Curriculum in schools in England and Wales contributed to the move away from Home Economics as a degree title.

This movement started in 1982 at the then South Bank Polytechnic, by a change to BSc Food Textiles and Consumer Studies followed shortly after by Newcastle Polytechnic in 1984 to BSc(Hons) Applied Consumer Sciences. The move away from Home Economics as a degree title increased in the late 1980's and continued during the 1990's (Eden 1989; Evans 1992; Strugnell 1994; Bailey 1996). As Harvey stated that although there has been a change of content usually reflected in the change of title away from Home Economics in most degree courses which started in the early 1980's, nevertheless "the holistic views, practical interdisciplinary approaches and ideas of integration that Home Economics used to represent" (Harvey 1997) are still valid conceptually.

It was recognised in 1992 in the CNAA report that the subject field identity needed to be clarified. Since the report in 1992 the revalidation of the established degree programmes has enabled course review and development to occur. The course developers in each institution have been able to emphasise different strengths within the subject field and be able to more freely define what the Consumer Studies/Consumer Sciences degree field should encompass. But one of the problems has been that since the demise of the CNAA as the Council for Academic Awards that gave an overview of the status of and development in the field, there has been no published national review. Elements of this have been achieved through the QAA visits to individual institutions and through the development of subject benchmarking but there is still a lack of fully comprehensive information available.

Research Methodology

One of the major areas of rationalisation has been in the number of institutions from 17 in 1992, to 16 in 1997 then to 9 by 2003 offering courses with Consumer in the degree title. This number did not include teacher training courses. However, due to diversification and development and revalidation of new courses of courses within the remaining institutions, there has been a relative increase in the number of degree courses with Consumer or Home Economics in their title from 22 in 1997 to 33 in 1999. Those institutions that had stopped directly named courses had moved into areas such as food marketing and trading standards with some links to previous consumer studies related courses but with no overt consumer ethos.

The development of the new areas indicated above makes it even more necessary to be clear about what courses can be considered to fall within the Consumer field. This issue led to a research paper on the developing identity of degree courses in the Consumer Studies field in the UK. (Bailey, Flynn et al. 1999)

The sample for the study was drawn from all Higher Education courses that have had a significant amount of Home Economics or Consumer Studies in the course content. These were identified using descriptions contained within the relevant Higher Education prospectuses, 1999/2000 and 2003 UCAS Guide to degree courses and the MODUS (The Journal of the National Association of Teachers of Home Economics and Technology) annual review of courses 1999/2000 and 2003/4.

This paper therefore considers statements of course approach and philosophy that were made in 1992, 1999 and 2003 and the extent to which the subject field has moved in eleven years. Since many changes have occurred in the last eleven years it therefore raises the question as to whether there has been a weakening or a strengthening of subject field identity and hence the development of this study of change. The original CNAA data was used as a baseline from 1992 to give the degree course titles, and the subject field definition terminology as collected from documentation for the review.

The 1999 data was collated using a comparable range of printed sources (prospectuses, courses guides, and web site links. The 2003 data has been collated using a comparable range of sources

(prospectuses, courses guides, web site links plus ongoing interview information).

Thus the current research based on content analysis of the key course philosophy statements related to core and designated unit themes gives a mapping of the subject field of Consumer Sciences using five categories defined as approach, area, aspect, context and activity in 1992, 1999 and 2003. A comparison with the subject benchmarking statements has also been undertaken. The results of these findings suggest that there are indications of an increasing subject field identity. This also gives a framework for a consideration of how consumer citizenship areas could be linked with consumer sciences and consumer education

Results for approach - 1992,1999 and 2003

In terms of *approach*, there has been a development in terms in use in 1992, 1999 and 2003. The only one that has been consistent for all three is 'interface'. Developing terms have been 'exploration' 'interdisciplinary' and 'multidisciplinary' in 1999 and 2003. It is interesting that these last two phrases are now mentioned explicitly in course content descriptions, since a key feature of the subject field is that it is interdisciplinary and requires the contribution of both the natural and social sciences. The CNAA report in 1992 acknowledged this by suggesting that courses are 'multidisciplinary in the foundation year, but then become interdisciplinary, with an emphasis throughout on integration'. This then is not a change, more an explicit articulation of approach. However key areas emerging in 2003 are 'identity', 'holistic' and 'interprofessional'.

Results for area- 1992,1999 and 2003

The next categorisation explored was *area*. 'Food', 'textiles', 'shelter', 'resources', 'goods and products' and 'services' are key terms used in 1992, 1999 and 2003. The last two are

emphasised in the subject benchmarking statements. The satisfaction of 'needs' is still a key area and as a general term received more emphasis than on particular commodities as it seemed important to employ a more broad phraseology when describing the areas associated with the subject field. Hence the satisfaction of consumer needs can be seen to have a much wider perspective than purely domestically orientated services. What is noteworthy is that key areas of development by 2003 have been 'contemporary consumer issues', 'quality of life', 'social and public policy', 'promoting health' and 'welfare rights'. This has potential importance for a synergy with consumer education and consumer citizenship.

Results for aspect 1992, 1999 and 2003

In relation to *aspect*, key words maintained through from 1992, 1999 and 2003 are 'business', 'technological' 'behavioural/psychological', 'social'. New descriptors of the subject field in 1999 following through into 2003 are 'applications', 'lifestyle', 'marketing' and 'scientific'. The terminology of 'aesthetic' and 'physical' used as descriptors in 1992 were no longer used. However, terms that were there in 1992 and had seemingly disappeared in 1999 re-emerged in 2003. These were 'applied economic' and 'political'. New terms in 2003 are 'cultural', 'legal' and 'health'. These have a clear relevance to consumer education and consumer citizenship as aspects of consumer science. Interestingly subject benchmarking statements emphasise 'applied economic', 'social', 'technological', 'scientific' and 'legal' as key aspects of study in the Consumer Sciences area.

Results for context in 1992, 1999 and 2003

In terms of *context*, the key focus of operation as 'industry', 'producers' and 'retail' is still current through from 1992, 1999 to 2003. The most common newly used *context* term is 'consumer', including policy, affairs, protection and education in 1999 and 2003. There is also an emphasis on 'providers' in local, national and international contexts as a broader generic term in 1999 and 2003, with the introduction of 'environment' and 'welfare' including health and social services, as terms. The subject field terms associated with the more personal and domestic orientation of Home Economics - 'home', but also 'individual' in use in 1992 were abandoned, arguably replaced in 1999 by 'people' and 'society' and now in 2003 by 'community'. Interestingly subject benchmarking statements emphasise the 'individual', 'environment' and 'society'.

If the original focus of Home Economics was on the locus of the household as the frame for the consumer- the move away from a more family focused approach to the potential individualism of the consumer approach, or the consumer as a larger entity that is not necessarily family focused, is a significant shift of emphasis.

Results for activity 1992, 1999 and 2003

In terms of *activity* many similar approaches are being utilised in 1992, 1999 and 2003 - 'development', 'research', 'consumer advice and education', 'design and creativity' and 'creative and practical applications' with an increasing emphasis on higher level approaches but a maintenance of the applied approach that has always characterised the area. Terms such as 'analysis' and 'behavioural change' developed in 1999 and 2003 with the appearance of 'policy' in 2003. In the 1980's the subject field was being criticised for being insufficiently involved in policy, so this has eventually been addressed. However terms of

'conceptualisation', 'principles', 'judgement' and 'evaluation' previously used in 1999 are not in use in 2003.

The review therefore suggests that as a subject field, consumer studies has undergone clarification and development from 1992, which strengthens the subject identity as a whole in the UK.

Conclusions and future developments

Consumer Sciences therefore shows a major content and ethos change over 12 years from 1980's Home Economics to Consumer Sciences with some loss of courses to more specialised retail, marketing or nutrition degree areas.

However there has been a clarification, strengthening and modernisation of approach, area, aspect, context and activity with a rather closer focus on contemporary consumer issues. There has been a development of course specialisation's and a rather more distinctive focus yet there is still a strong commitment to a common subject goal. Subject benchmarks have recently clarified the field and are particularly useful as a frame of reference to promote discussion and debate and orientation for future development.

There is also the potential for a critical science approach - that is based around a systems of action, moral value reasoning, critical thinking, reflective practice, a contextual and dialogue based approach, with a mapping of concepts, plus a willingness to be change orientated, learner centred and collaborative (Baldwin 2002; McGregor 2003). This approach has been well developed in relation to Family and Consumer Sciences in the USA, Australia and Canada but has potential for evaluation for consideration in the UK.

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Consumer Citizenship Education in Finland --Comparisons between comprehensive school curricula in 1994 and 2004

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Introduction

This paper deals with issues concerning consumer citizenship education in the basic school system in Finland. The objective of basic education is to support pupils' growth towards humanity and ethically responsible membership of society, and to provide them with the knowledge and skills necessary in life. The instruction shall promote equality in society and the pupils' abilities to participate in education and to otherwise develop themselves during their lives (Basic Education Act 628/1998). Basic education is general education provided free of charge for entire age groups. The comprehensive School lasts nine years and is intended for children between 7 and 16 (Ministry of Education 1999). More information about the Finnish education system can be found on the Internet (<http://www.eurydice.org/Eurybase/Application/eurybase.htm>).

This paper includes some discussion about the presence of consumer citizenship issues in the official documents concerning basic education, mainly for grades 7-9. This is the level that is structured according to separate subjects mainly taught by subject teachers with special qualification to teach a certain subject. The national curriculum includes at least the following compulsory subjects: mother tongue and literature (Finnish or Swedish), the other national language (Swedish or Finnish), foreign languages, environmental studies, religion or ethics, history, social studies, mathematics, chemistry, biology, geography, physical education, music, visual arts, craft and home economics. The National Board of Education decides on the objectives/aims and core contents of instruction by confirming the core curriculum. The present one was introduced in 1994 (National Board of Education 1994). The latest one was just approved in January of this year and the schools will have time to prepare their local or school level curricula before the school year starts in August 2005, or at the latest before August 2006.

The aim of this paper is to make comparisons between the present curriculum (accepted in 1994) and the new curriculum (accepted in 2004) in the light of consumer and citizenship issues. My approach is mainly from the viewpoint of home economics, but I will try to form an overall picture of the topic in the context of the curriculum as a whole. Besides home economics, I will deal with the general framework of the curriculum, including intercurricular issues or thematic wholes, as well as a selection of subjects such as history and social studies, religion and ethics, and health studies. Health studies, which was included in physical education earlier, is a new compulsory subject in the 2004 curriculum. Some conceptual analysis will be made to find the concepts used and the emphasis made, and to reveal the contexts in which consumer citizenship is introduced. After introducing the overall picture, some proposals for new frameworks in understanding consumer citizenship education will be discussed. I hope this analysis may also reveal some requirements to prepare supporting material to make consumer citizenship issues more visible and understandable, and to help teachers produce local curricula at the school level. This will be the task of many teachers during this and next year.

The concept of Consumer Citizenship

This concept is not used in the documents discussed in this paper. The concept consumer and the concept citizenship are discussed separately and mainly in completely different contexts. Consumer issues are mainly discussed in connection with home economics and social studies, while citizenship issues occur mainly in those chapters concerning the general justifications for the curriculum and in connection with social studies and ethics.

In this paper I use the definition that was introduced in the documents of the Consumer Citizenship Network (Thoresen 2003): “Consumer citizenship is when the individual, in his/her role as a consumer, actively participates in developing and improving society by considering ethical issues, diversity of perspectives, global processes and future conditions. It involves taking responsibility on a global scale when securing one’s own personal needs and well-being.” In the Finnish context it is advantageous to combine these two concepts into one concept consisting of two dimensions. This will be discussed more in the chapter ‘Concepts and Frameworks’ and I will propose adding one more dimension, which may reveal and emphasise the human aspects that should be given more attention in this discussion, especially in terms of basic education and teacher education. To raise global and ethical questions or to increase future awareness there is a need to look for the essence of a human being. The abbreviation for consumer citizenship education in this article is CCE.

PART I National Curriculum for the Comprehensive School in Finland

Curriculum 1994

In this chapter I give a general view of the trends and changes in Curriculum 1994 as compared to the earlier ones, and introduce the curriculum of home economics in more detail. This chapter is partly based on my earlier research and other international publications (Turkki 1996a; Turkki & Sulonen 1998). I describe this curriculum in detail because the latest one (2004) is extensively based on the foundations laid ten years earlier.

Changes in curriculum thinking and educational knowledge

Curriculum 1994 replaced those of 1970 and 1985, and introduced many changes. During the development process it was emphasised that the work must be based on a totally new way of thinking about curriculum, as well as about learning and teaching at school. There was a strong emphasis on value thinking, as schools and teachers were asked to clarify their values and use them in the development process. The curriculum was based on a broader view of knowledge and action than the former curricula. The role of the teacher was understood to be more that of an adviser and a planner of learning environments than that of an outside expert who knows everything. Teaching methods put more emphasis on pupils' experiences and self-formation through learning in projects and teams, as well as in activities outside the school.

Most of the changes listed above supported the renewal of the home economics curriculum, too. New curriculum thinking such as the emphasis on value thinking and new approaches to knowledge and action, and a broader view of learning environments and teacher roles offer many advantages for developing subjects such as home economics. All teachers were asked to

approach their work innovatively and they were supported with additional material on the theoretical and conceptual understanding of home economics. The biggest change, however, was that teachers were no longer ruled by a detailed national curriculum, and they did not have books or other study materials approved by any national authorities. Instead of that they were given much more flexibility in organizing lessons and timetables. This allowed more freedom and responsibility for the individual teacher.

Some new crosscurricular themes in the national curriculum of 1994, combined with home economics, could create valuable comprehensive experiences for pupils. The most important crosscurricular themes were:

consumer education:

The aim of consumer education is to improve the student's ability to function as a knowledgeable and prudent consumer, and to encourage the student to a critical look at the factors guiding his consumer decisions, and at how his choices affect his own life and his environment.

family education:

The aim of family education is to support the growth of a child and a youth towards adulthood and to establish grounds for a successful family life. The aim is also to present the transition in family structures and everyday life.

international education:

The aim of international education is to increase the student's knowledge and understanding of different cultures, to guarantee human dignity and human rights for all, to establish peace, and a just distribution of the world's resources, and to further sustainable development.

environmental education:

The aim of environmental education is to protect biodiversity and to further sustainable development.

media education and information technology (IT) skills:

Media can be defined as informative, aesthetic, and ethical interaction through communicative messages. The aim of teaching IT skills is to guide students to attain knowledge, to investigate and organise issues and to produce new information.

Health education:

The aim of health education in school is to support the student's healthy growth and development and also his health-promoting behaviour.

In addition to these crosscurricular themes the curriculum includes the definitions for *entrepreneurship education* and *traffic education*.

Changes in society

Curriculum 1994 was preceded by a critical discussion about the changes in society. Our educational systems must help us prepare for the future, since the future society will be quite different from the society of today. The changes in society and the challenges of information technology were greatly emphasised. More attention was given to global, environmental and multicultural issues. Today the global view is the reality, and life is becoming more complex. At the same time it is becoming more and more difficult to predict future trends, which increases the insecurity felt by people and their political and economic decision-makers.

Home economics deals with family and consumer topics, and a family life that is quite different from some decades ago. There are changes in family size and structure, in the roles of different family members, as well as in household activities. Children are no longer educated in household

work by their parents or grandparents, and they have a much more independent position in the family than earlier. In Finland there is a great deal of discussion about the so called "new disability", meaning that people have difficulties in coping with their everyday life. Many families have economic, social or health problems, and at the same time the social security systems maintained by the state or community are dismantled or weakened. This situation creates many new possibilities for home economics and consumer citizenship education, and also requires new approaches in teaching and consulting.

Changes in teacher education

A rapidly changing society puts great pressures on teacher education. In Finland the response was to transfer nearly all teacher education to universities before 1980. Home Economics teacher education has been at the Master's level since 1979. The study program is conducted within the Faculties of Behavioural Sciences or Education at two Finnish Universities. This means that all students gain abundant research experience during their five to six-year programme. Studies have progressed towards more scientific- and research-based knowledge, with more responsibilities for students themselves and more broadly-based courses. The widely accepted aim in the new teacher education is "teacher as researcher". This means that every teacher should have the ability to develop his work. This kind of teacher education, together with the idea of lifelong learning, should guarantee the best possible teachers, who can meet the challenges of today's school and society.

Home Economics in the framework of Curriculum 1994

According Curriculum 1994 the purpose of teaching home economics at comprehensive school is preparation for everyday living. While studying home economics, the pupil becomes familiar with many important issues concerning people's well-being that have to do with him/herself, home and family and their connections with society and the environment. The aim is for the pupil to want to be responsible for his/her own health and resources, for his/her relations with other people and for the environment. In studying home economics, the activities of searching, evaluating and applying information create the prerequisites for functioning in a changing environment. The pondering of choices pertaining to managing everyday situations gives pupils practice in analysing problems, in studying possible solutions, as well as in critical thinking (National Board of Education 1994).

As a multi- and interdisciplinary subject, home economics offers meaningful examples for illustrating central phenomena of many other subjects such as chemistry, physics, biology, languages, history and social studies. This increases the integrative image of the subject. Cooperation with teachers of other subjects separately or within crosscurricular themes, and with the meal, health or cleaning services of the school also support the attainment of the goals of home economics. The learning environment can naturally be expanded outside the school to many fields in the community, including shops, social and consumer services.

The central goal of home economics in the National Curriculum of 1994 is the development of skills for everyday life, so that pupils can:

- recognise their own needs and values and their responsibility for their decisions and everyday activities,
- learn to acknowledge their own resources and to use them in planning their activities and managing everyday life,

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- understand the value of positive human relations, good manners and equality from the point of view of the well-being of the individual, family and society,
 - learn to master the basic skills of food management, housing, cleaning and textile care, and attain healthy and safe work habits,
 - understand the purpose of nutritional recommendations and are able to choose food and food preparation methods which promote health and well-being,
 - be aware of issues that have to do with consumerism and know how to act as prudent and responsible consumers,
 - know the role of the family and the household in society and understand their interaction with different systems and domains of society,
 - learn to evaluate options and practices of everyday life in a way that promotes sustainable development and harmony with different environments,
 - respect the national heritage and culture, and be aware of global and international aspects of household activities and human relations (National Board of Education 1994).

In addition to the above goals, the National Curriculum determines four content areas for Home Economics. They are 1) nutrition and food culture, 2) prudent consumer, 3) home and the environment, and 4) living together. These content areas are understood to be very closely connected. The national document includes only these four titles and teachers are free to plan the detailed contents of their courses following the aims and goals above.

Curriculum 1994 was planned to reflect the complexity of household situations and everyday life, the complexity of the knowledge we are dealing with, and the importance of the work being done at home or in the near environment. We must realise how important family life and household activities are for human development and economic, social and cultural well-being in society and the whole world. We have also tried to promote the idea that people themselves have their lives in their own hands. Home economics can offer many opportunities to strengthen people's own skills and the abilities to use their resources in a more efficient and responsible way, and thus provide some aspects of empowerment. Home economics can be expressed as an empowerment of families to function interdependently, and an empowerment of individuals to perform family functions wherever they may occur.

A look at the history of home economics reveals that the teaching of home economics has been ruled by a strong technical tradition and commitment to substance. The analyses of processes, problems and situations related to everyday activity and different kinds of households have received less attention. This was the basis for restructuring the national curriculum in the early 90s. Much attention was paid to integrating the separate elements of the subject by renewing some main concepts, as well as the approach to teaching and learning. The new approach has moved home economics from technical to more practical and critical subject, and our thinking from the private to the public, from national to international and from local to global. An idea of a school as an open learning environment is emphasised, and decisions are increasingly made at local and school levels. These sizeable changes in the curriculum made it necessary to prepare supporting material (Aho 1994). Development of the curriculum was also supported an increase in research activities (Turkki 1990; Gröhn & Palojoki 1992; Turkki 1996b).

Over the last ten years we have collected a wealth of material on the experiences of the schools using Curriculum 1994. Many graduate students have selected these themes as topics for their Master's or Doctoral theses. We have seen the publication of plenty of other research

consisting of theoretical and conceptual frameworks that have been developed further (see Haverinen 1996, Palojoiki 1998; Turkki 1999; Myllykangas 2002; Sulonen 2004). This knowledge base is confirmation that the directions taken in the early 90s have been in right one, and that there is not such a great need to make any major changes in preparing for the next curriculum.

Curriculum 2004

The National Board of Education started developing the new curriculum in 2001, and it was approved in January 2004. The document is very detailed and consists of nearly 200 pages (National Board of Education 2004). Some major changes are mainly structural. The role of the national curriculum is different in that the latest curriculum was given a more normative status than the previous one, and this had many effects on the way the content is presented. The new situation is of some concern to teachers who wonder whether they can continue to use their own creativity as they have done in recent years. Also, the new guidelines for evaluation cause some confusion in the field. The following is a description of the main changes in these structural aspects in which I introduce some elements of the curriculum that may have effects on the position of consumer citizenship issues. The English translation used is not official because the translation process is still going on.

Changes in the normative nature of the curriculum

The normative nature of the curriculum can be seen in all parts of the document. The structure of the text is regulated quite strictly and all subjects have to follow certain guidelines. The aims and contents of each subject are described separately, and the descriptions must function as a basis for the evaluation of pupil's performance after certain grades. Some guidelines for evaluation have been added.

Changes in curriculum thinking and the knowledge base

The compulsory subjects are nearly the same as in the 1994 curriculum. There is a minor change in health education, which will be taught as an independent subject during grades 7 to 9. Earlier it was taught as part of physical education. There is also more emphasis on increasing cooperation between the school and homes, and on supporting pupils who have learning difficulties.

The crosscurricular themes of the previous curriculum have been replaced by completely new kinds of thematic wholes. This might be one of the major changes in the whole process. The decision on these themes was a difficult process, and many proposals were introduced. The approved curriculum consists of seven themes, which are: 1) Human development; 2) Cultural identity and globalisation; 3) Communication and media literacy; 4) Active citizenship and entrepreneurship; 5) Responsibility for the environment, well-being and a sustainable future; 6) Safety and traffic, and 7) Interface between man and technology. All these themes are introduced in the curriculum in a similar form as each subject consisting a general definition, aims and main contents. Thematic wholes have been given a normative status and their importance is highly stressed. Schools are obliged to make sure that each of these themes is integrated into different subjects and the implementation of this process is documented in the school curriculum.

I believe that the presence of these thematic wholes is an efficient challenge to the promotion of consumer citizenship education if there is enough determination to integrate the contents described with different subjects, to enhance cooperation between teachers and to meet the

challenges faced by schools on a local level. All the themes listed above include several items that are central to CCE: ethical issues, human rights, solidarity, justice, sustainable development, future generations, life skills, multicultural issues, cultural identity and heritage, and global and international understanding. There is also a concerted effort to support new kinds of learning environments, including critical thinking, cooperative learning and using new technology. Future thinking and a broad understanding of sustainable development are emphasised more than in any previous curricula. There is also a clear emphasis on increasing the awareness of one's own responsibilities in creating the future.

Home economics in the new curriculum

The description of home economics in the new curriculum was steered by the same guidelines as the other subjects. This has given us added concerns because of the danger that the basic idea and the special qualities of home economics may be lost or difficult to discover if one cannot see how the aims and contents form an entity. In this situation it is more the greatest importance to produce additional supporting material and new textbooks that better illustrate the basic ideas. It is also important for the teachers in the field to know that their hard work over the last ten years will result in continuity and that the new curriculum does not ignore the development that has taken place.

The introduction of the general aim of home economics slightly different from the earlier one, but the main aims and contents are the same, as is the basic theoretical and conceptual framework, although the text was shortened. During the whole planning process it was emphasised that home economics has to cover all aspects of everyday life that young people have to deal with and increase their preparedness to take more responsibility for themselves. The holistic and integrative nature of the subject, the central role of practical activities, and working together and in small groups were all considered important. There is a clear message to increase the cooperation between different subjects and to integrate the thematic wholes to support home economics lessons. The content of home economics is expressed in four titles: The Family and living together; Nutrition and the food culture; The Consumer and a changing society; The Home and environment. Together they form an entity that makes up the basic essence of the subject. Three to five subtitles are listed under each title. These themes, together with the aims, guarantee that home economics brings its own body of knowledge to the school community.

PART II *Discussion on Conceptual Frameworks supporting CCE*

Some conceptual frameworks

When trying to promote any change in our school system, we have to pay attention to the basic phenomena in schools – those of knowing, learning, teaching, studying and educating. In this connection I choose the concepts of knowledge and learning that have a central position in the knowledge society. After discussing knowledge and learning, I clarify my understanding of the concepts of consumer and citizen. Finally, I try to create a blueprint of a holistic future education that well satisfies the requirements of consumer citizenship education. This part of my paper largely reflects the ideas I presented during the consumer conference in Helsinki two years ago (Turkki 2002).

Education - Knowledge and Learning

Knowledge and learning are key components in education, as they are in striving for change. What is learning and what kind of learning should we support in promoting positive change? Most of us may have heard about the UNESCO declaration *Education for All in the Year 2000*. The report refers to four essential dimensions of learning which can be seen as key elements comprising civic skills. “They are (1) learning to know, (2) learning to do, (3) learning to live together, and (4) learning to be.” These all are essential and they should be in a state of balance within the learning processes. Social skills will become increasingly highlighted in the future as will metacognitive skills, such as learning to learn and to reflect on one’s own actions. Quality of being is based on one’s ability to develop oneself as a holistic personality and as a responsible individual, with lifelong learning constituting part of one’s human existence, without continuous compulsion or threats (Suurla et al. 2002).

In the discussion about consumer or citizenship issues we may add a fifth dimension proposed by Professor Jussi Koski: learning to choose. Learning to choose is connected to the other dimensions but it emphasises those personal skills and competencies that are essential in decision making: comparing and choosing. The more complex the world becomes, the more essential it is to have the ability to choose. Choosing is in some sense a kind of competition that arises inside a person, who is thus pitted against the outside world with all its competing inputs. Choosing is based on recognising and acting on a clear sense of values, which can be developed through education. In other words, we need to continually judge our actions against our value commitments. A mastery of values is the individual’s ability to prioritise matters based on personal life experiences, understanding of the world, and a capacity to learn. This is something we should invest more energy in developing.

The demands made on the future consumer or citizen are huge – but so too is human potential. The profile of knowledge professionals or future consumers can be described as follows. They are independent, lifelong learners, goal-orientated, evaluators, multitalented, international, technology experts, and skilful communicators. They are cooperative, active, creative, and innovative. They are social, free, responsible, and humble, and have a clear sense of ethics. In addition, all are unique individuals. But the question remains as to how to develop consumers such as these through education (Suurla et al. 2002).

Human beings and/or Consumers and/or Citizens

I do not speak so much about a consumer per se, but human beings and human actions in everyday life, and I consider the issue in relation to different environments. By environment I mean both the natural environment and the social and cultural environments as they are understood through a human ecological perspective (Turkki 1999a). The concept of a consumer is used widely but it is seldom clarified in detail. However, the meaning of consumer differs in different cultures, as well as in different academic disciplines. In marketing, the term consumer means something else than in sociology or in the household and family sciences. There is reason to be careful when referring to various sources in this context.

Therefore, I call for a deeper discussion on the concept of the consumer, at the very least and its relation to the human being and citizen. This is a relevant question in many countries where there is discussion on how people can participate in decision making in general, or on how to incorporate these issues into various educational systems (see McGregor 1999;

International Conference on Developing Consumer Citizenship 2002). In the EU several projects have been dealing separately either consumer education or citizenship/civic education (i.e. CiCe –project/Children’s Identity and Citizenship in Europe 2002). Both are interested in similar topics, but with a slightly different emphasis. In all cases, the discussion deals with human action in various societal settings, and mainly with our everyday activities. Do we need to separate -- and why -- education for humans from education for consumers or citizens? How do they differ? Or are consumer issues and citizenship issues so relevant and central in our present societies that they should be the focus of attention in all education. I believe this network is also trying to clarify these terms.

In my work I am mainly dealing with these issues in connection with home economics teacher education. The core contents in our university degree programme for home economics teacher education are nutrition education and food culture, consumer education, family education, and environmental education. The general aim is to reflect human action in everyday life as a whole. In the context of teacher education I have noticed that it is useful to separate the concepts of human being, consumer and citizen, but also to see them as being linked. This emphasises the different roles or dimensions of each person, but at the same time it brings human processes, such as human growth, ethical awareness and responsibility, more into the centre of focus. Consequently this allows more space for real change. It also helps us to consider the issues in relation to various sectors of society and the world. I prefer to promote an education for the whole person, which makes it possible to reshape our thinking about and attitudes toward the actual world in which we live. A human being -- the consumer included -- is a person with a body, a mind and emotions which all need to be nourished if he/she is to fully develop his/her skills and capabilities.

Holistic Future Education

In many connections during recent years I have called for a holistic understanding of the human being, and an integrative and holistic worldview (see Turkki 1999; Turkki 2002). I have also stressed the variety of human potentials and people’s ability to learn new things. Why do we not carry out these ideas? The main reason for this lack of follow-through is the fact that we have not established enough learning environments that support this kind of learning, and our society’s thinking does not correspond with the kind of worldview that would make it possible on a larger scale. Our worldview -- in a larger sense -- still follows the *technological principles* that have their origin in the Industrial Revolution. Based on the analytical perspective of Newton and Descartes, this perspective reduces things to their smallest component parts in order to understand them. Its strategies are fragmenting, linear and sequential. Its empirical logic discounts intuition and value-based perceptions and forces us into an “either/or” problem-solving and decision-making mode. This reductionist worldview is explicitly taught in our schools and it forms the conceptual framework for most social decisions. A great deal of research also follows this reductive line of reasoning

A systemic ecological worldview is -- I hope -- emerging. Crucial to much of science today, this systems view is a fundamental premise upon which the cutting edge of every major discipline is based. This new worldview is global, holistic, and integrative. Its primary mode of thinking is whole-brain thought, incorporating both inductive and deductive strategies, while integrating both rational and intuitive modes of knowing. Although it acknowledges that, for certain purposes, the concept of objectivity is useful, in our complex world the best decisions are more often “both/and” rather than “either/or” choices. This emerging worldview

acknowledges the importance of science and technology, but holds that these must be understood and applied within the context of a global, ecological perspective (Clark 1991).

This approach is especially appropriate for the areas of everyday issues, such as consumer and family education, citizenship education, health education and environmental education – subject areas that will all be discussed during this conference. Moreover, this approach could well be established as the heart of basic education as a whole.

Between the traditional reductionist worldview and the emerging systemic ecological worldview, there is a basic difference in an understanding of the relation between human action and the natural environment. The technological worldview can be described as *humanity over nature* and the ecological worldview as *humanity through nature*. Our aim in all our actions should thus strive toward long-term balance and harmony.

Table 1 gives a summary of my ideas on the requirements of education. Future education can be described as democratic, experimental or functional, humanistic and holistic. It gives learners a sense of their responsibility to one another, to the whole society and to our planet. It incorporates meaningful activity into the learning experience and relates academics to the real world. With regard to humanistic ideals it heightens self-esteem and allows the whole personality of the learner to develop in an affective way. The holistic perspective provides for an integration of subject matter, giving the learner a sense of humanity's relationship to the whole, and incorporating the knowledge of how everything on earth and the universe is interdependent and interrelated.

TABLE 1.
A New Framework for Education (Gang 1991)

Principle	Goal Summary
Democratic	To give learners a sense of their responsibility to one another and to the planet.
Experimental	To incorporate meaningful activity into the learning experience and to relate academics to the real world.
Humanistic	To heighten self-esteem and to allow the whole personality of the learner to develop in an affective way.
Holistic	To provide for an integration of subject matter and to give the learner a sense of humanity's relationship to the whole, incorporating the knowledge of how everything on earth and within the universe is interdependent and interrelated.

In my mind, I see the very close relationship between family and consumer education (or home economics as it is also called), future education, environmental education and consumer citizenship education. They all can be based on an empowerment orientation that describes the world as a network of interrelated living systems, and participation as the means by which persons become part of something larger than themselves (Vaines 1993). Consumers and markets are not understood as opponents but as partners having different kinds of qualities and specialities. Consumers and citizens are different qualities in every human being, and that need to be supported by various systems. These requirements can be achieved by bringing education and learning to the centre of all activities in society. It is not only the schools and basic education that must be paid attention to, but all activities up to the political and global decision making bodies. To invest in human capital is the surest guarantee for the well-being of society. Such an investment is also useful in making 'the future' more real, more accessible and more a part of daily life.

PART III *Conclusions and future challenges to promote CCE*

At the school level, it is important that all teachers and staff members assume some responsibility for consumer and citizenship issues and that these skills be practiced in all subjects and at all levels. This was the main intention in placing more emphasis on the new thematic wholes introduced by National Board of Education in our latest curriculum. We must realize that it is not enough to pay attention to the contents of CCE. We must concentrate on our understanding of learning and teaching in a broad sense. In Finland there are no special teacher education activities that focus on CCE, but it will be included in the general education of class teachers, and some subject teachers (including home economics, social science, ethics). Because there are many competing thematic wholes in our new curriculum, some may not be getting enough attention. In my opinion it is very important to discuss which subjects and teachers should take the main responsibility for each thematic whole. Consumer and citizenship issues are integrated to several themes and they could be the ones that home economics teachers would be mainly responsible for. I see home economics as a promising and variable subject for reaching the aims of consumer citizenship education during grades 7 to 9. The present number of compulsory hours allotted to home economics are restricting, but there is a hope that students will be further willing to select this subject as an optional one, too. Home economics has been one of the most popular optional subjects in upper comprehensive school. However, a negative signal by the Finnish Government may hinder promotion of CCE. The new time allocation for basic education will, as a whole, reduce the optional/elective hours from 22 to 13 (Finnish Government 2001). This puts pressure on the planning of activities for compulsory hours.

On the basis of these issues, I list some preliminary proposals for *What should be done ?* in Finland to support CCN during the following years. There are many processes going on in our education system, which may clearly affect of these issues. Part of this work can be linked to the activities of this network, and I hope we can encourage more active partners to work on these important aims.

From National Framework Curriculum to School Curricula

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- Teachers must be allowed enough time, additional resources and support to produce the school curriculum according to the new national rules.
 - The new normative structure of the national curriculum should be discussed, and it is important to assess its consequences; there is a risk that many teachers see the new national guidelines as turning back the clock.
 - Evaluation will be emphasised.
 - Co-operation should be encouraged between teachers in planning and integrating the thematic wholes with several subjects. The real reduction in optional hours should be noted. Schools should nominate responsible teachers to be in charge of each thematic whole.
 - Schools should be seen as open learning centres, encouraging activities with parents and other local partners. Genuine participation could be one common aim.

Teacher Education

- CCE should be adopted as a new entity. Teacher education could be re-evaluated from this point of view. In any case, it needs to be included.
- The on-going process regarding new university degrees allows some new activities to support CCE. It could be a specialisation in some teacher education programmes (like home economics and social studies) or CCN could be a special theme around which to plan a separate Master's degree.

Field Activities and Research

- Teachers can be encouraged to use their own resources and to establish local projects.
- Increased research in this field is needed in order to develop the concepts and to add theoretical knowledge. It is also important to pay attention to research methods in this connection. Action research and other participatory research methods should be adopted as the main methods, but there is a need to support theoretical, conceptual and philosophical research as well.
- The coordination of ongoing research should be organised, and networking between researchers encouraged. There might be room for a coordinating body or centre.

Towards Cooperation and Common Responsibility

- The basic vocabulary used in CCE must be clarified and discussed carefully at all stages, because many issues included will have cultural interpretations that may prevent co-operation.
- International networking and projects, along with local ones, should have an important role in CCE. The two should not be considered opponents but supportive of each other.

Finally, to reflect on the title of this conference, I would like to make a proposal to change one small but important word. It was announced as "*Using, choosing OR creating the future*". Why not express it as Using, choosing and creating the future. We cannot give up choosing and using, but we have to critically reflect on *How* to do it? It is time for us to make the shift from ..either/or -thinking to ...both/and -thinking, as many future researchers proposed long ago (Bell 1996; Slaughter 1996). This is the way we can build a balanced society and a balanced world.

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A review of some current and recent current and recent networks and collaborative projects in consumer education and citizenship.

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Abstract

Consumer education and citizenship are both priority themes in the EU Socrates programmes, and recently several EU funded complementary networks and collaborative projects have been established.

The Consumer Citizenship Network (CCN Erasmus 3 funding) is the largest network with 121 partners for 29 countries and has membership and operational links with the (Children's Identity and Citizenship in Europe) (CICE Erasmus 3) and Developing Consumer Citizenship (DCC Comenius 2) networks.

In consumer education, the Euromodule in Consumer Education, (Erasmus CDM) and the Consumer Education for Adults project (CEA, Grundtvig 1 funded) were completed on 2001 and 2003 respectively and outputs (handbooks, training modules and CDROMs) are available for teacher educators. The Grundtvig 4 Consumer Education for Adults project Network (CEAN) started in October 2003, has 21 full partners from 14 countries and draws on the experience of these previous projects. A proposal has been submitted for a Comenius 3 Consumer education Thematic Network, which if accepted will start in October 2004.

Projects to produce consumer education resources, translated and adapted for the EU countries have been funded by the EU DGSANCO (Health and Consumer Protection Directorate). These include DOLCETA which will produce on-line consumer education tools for adults with modules in consumer rights and personal finance in 15 countries and 11 languages and Education des Jeunes au Budget which will produce a CD ROM on personal finances for young adults in 8 languages.

These are international projects, but there are good national resources as well. In the United Kingdom the Askcedric web site has extensive consumer education resources for schools and has recently received UK government funding to develop consumer education materials for adults.

Key words: Consumer education, citizenship,

Introduction

The importance of consumer education has long been recognised and international organisations such as the Consumers' International and national organisations such as the Consumers' Association in the United Kingdom have long campaigned on the right to consumer education.

In the European Union DG SANCO, the EU Directorate for Health and Consumer Protection has stated that consumer education must become a continuous process in the life of each individual and is supporting education initiatives for adult consumers. The European Community believes that measures at national and Community level should be more structured in order to achieve maximum effectiveness, and has been stating this since 1986.

The providers of consumer education beyond compulsory schooling must target the whole population but a number of target groups can be identified, both from the employed and for those who for a number of reasons may not be in employment.

As business increasingly targets children and young adults, and marketing tactics become more sophisticated these groups must be equipped with the tools to make the correct decisions in the marketplace.

Consumer education (National Consumer Education Partnership 1999) is important in today's market driven society because:

- It helps to redress the inequality of bargaining power found in the relationship between business and the individual; Issues here include misleading practices, proliferation of sharp marketing and advertising practices and the proliferation of educational materials, advertising and sponsorship in schools.
- By raising consumers' expectations, it encourages business to produce "better quality" goods and services and thereby become more competitive;
- Educated consumers are more likely to make a positive contribution to better regulation; There are many issues in the public domain such as GM foods, BSE and irradiation where consumer views can make an impact to affect regulation, retailers and other business organisations.
- It empowers consumers in what is an increasingly complex and constantly changing market place Increasingly sophisticated products and financial services demand good consumer knowledge to avoid mis-selling.
- It complements and supports the concept of "good citizenship", as advocated by governments and opinion formers in society i.e. as citizens rather than just consumers we have not only rights but also responsibilities.

Lifelong learning

Changing demographics, technological development, and globalisation require new visions of adult learning. The advent of new technology is transforming society and requiring new skills but also providing new opportunities. New technologies and forms of organisation demand flexibility from the individuals and new skills must be learned throughout the career, not just during school education. Updating and renewal of employee skills, and flexibility in work settings have become items of strategic importance for organisations.

New technology and electronic media have replaced old forms of organisation and communication. Traditional expectations of lifetime employment are changing and more employment is of a temporary and self-employed nature. People are increasingly responsible for their own employability and those with the skills and attitudes to adapt to changing circumstances will succeed in the new work place.

Changing lifestyles and citizenship

Lifestyle, and in particular the relationship between work time and spare time is changing. The decreasing need for lower-skilled employees shows the need for the education of young adults to help them to survive in society and enhance their lifestyle. Any framework must focus on the development of consumer skills and attitudes to meet the needs of this group. New learning methods and learning environments are providing new opportunities for learning and learners. Interactive techniques and services and self-learning packages are becoming available to deliver specific skills at times that are convenient for the learner.

Lifestyle, and in particular the relationship between work time and spare time is changing as the new forms of employment as temporaries, self-employed, consultants, and contractors are on the increase. There is a growing demand for multi-skilled workers in every sector of work. The decreasing need for lower-skilled employees shows the need for the education of young adults to help them to survive in society and enhance their lifestyle. Some of the key skills and attitudes for the multi-skilled worker are communication, teamwork and problem solving skills, the ability to think critically and a positive attitude to change.

The concept of citizenship potentially provides a way of understanding the life and work transitions of early adulthood. Becoming a citizen can be seen as more than acquiring a civil status with accompanying rights and obligations. Citizenship is being rethought as a process through which young adults exercise responsibility and social contribution while having entitlements to support and provisions that enable them to manage their own transitions to adulthood and pursue their own projects. This requires and embraces competence. This approach to citizenship requires us to consider institutional structures that constrain or enable the acquisition of the various forms of knowledge and competence which are necessary to independent existence and social contribution. In spanning the public and private domains of existence, it enables us to address questions of inequality and of status inconsistency at various stages of the life course (Evans 1999)

Citizenship projects

The Consumer Citizenship Network (CCN Erasmus 3 funding) is the largest network with 121 partners for 29 countries and has membership and operational links with the (Children's Identity and Citizenship in Europe) (CICE Erasmus 3) and Developing Consumer Citizenship (DCC Comenius 2) networks.

Learning can be in the workplace, the community and the home

The traditional approach to learning is that learning takes place within the school curriculum. Skills that are crucially needed in the working life such as social skills,

interpersonal and learning skills have not been adequately taught in the formal school education system. Learning in the workplace, in the community or in the home has not been regarded as "real" learning. When a framework for compulsory education at compulsory school is fully operational the new adults leaving school will be provided with the necessary life-skills to carry on learning throughout their adult life. In the meantime an adult framework must outline the necessary skills and attitudes to enable adults to learn throughout their lives.

School leavers and adults must be able to (Aonghusa 1997):

- discriminate between needs and wants
- negotiate the pitfalls involved in buying goods and services
- cope with socio-psychological techniques of persuasive marketing
- assert their rights and accept their responsibilities as purchasers
- know how to make consumer complaints and seek redress
- cope with the rapid technological advances in society (and with rapidly changing lifestyles and job markets)
- access and utilise information to their advantage

Delivery of a framework - a new strategy

The delivery of a consumer education framework for adults will need a new strategy for the future. It will require the active participation and co-operation of organisations interested in furthering adult learning opportunities and in forging partnerships to provide the necessary resources for learning. Consumer education for adults is generally voluntary whereas school education is compulsory and so it is important that programmes are tailored to the needs of the adults at that particular time.

Consumer education initiatives in this area include:

Euromodule in Consumer Education (1997 – 2001)

This project involved partners from Finland (Jyväskylä Polytechnic co-ordinated the project), Austria, United Kingdom and Spain and developed a pan European module in Consumer Education for educators (e.g. teacher trainers) across Europe. The module was successful and gave guidance for developing a programme using the theoretical concepts of choice, participation and information developed by Juliet Wells at Edge Hill University College (Edge Hill University College 1995; Wells 1997) The experience gained through working together in this field very clearly showed the cultural differences in consumer education. This project found that materials and programmes available for schools were of variable quality, and also that there is very little formal consumer education for adults all over Europe. However, consumers are increasingly asked to be informed and skilled enough to make responsible choices so they can participate effectively in the market.

The CEA Consumer Education for Adults project

The EU SOCRATES funded Grundtvig 1-Project. Consumer Education for Adults (CEA) started in October 2001 with a duration of 2 years. This is an EU Socrates funded programme to promote consumer skills, to contribute to the idea of active citizenship and to address the need of sustainable value systems through the intended project outcomes. Citizens' participation in consumer affairs can encourage a more even balance of power between

producers and consumers by starting the dialogue between all groups involved in the process of consumption.

The project team found especially that participating in such a programme helped them to promote ideas (e.g. curriculum development), to stimulate discussion (conferences on Consumer Education topics) and to create materials and programmes on a regional and international level (international co-operation, teacher-in-service-training in consumer matters and methodology). This project (for adult education) involved 10 partners from 7 European countries. The partnership composition is very diverse (NGO's, Institutions of Teacher Training and Adult Education, Universities and a Research Centre) helping to develop a rich spectrum of project insights and results.

Project target groups

The project guidance and outcomes are addressed to three different target groups; those who are experts in consumer information and want to learn about adult education, secondly others who are adult educators and are interested in consumer education and thirdly business; an educated and consciously acting consumer has a positive effect on competitiveness as companies are forced to improve their products and/or services.

Project aims and objectives

The present low level of adult consumer education provision in the participating countries shows the need for trans-national co-operation to pool resources and to provide programmes that can be adapted for the cultural specific needs of each country. CEA thus develops and tests appropriate concepts for consumer education for adults. It is crucial that the work completed in the project goes beyond mere consumer information and focuses on consumer values. Sustainability is a European priority and is emphasised in all activities and project outcomes.

Within the project another important issue is to start the dialogue between consumers, business and employers so as to strengthen the position of consumers at the global as well as the regional level. The aim is also to focus the responsibility for the use of resources on all sides - consumers, traders and producers.

Consumer education for adults presents an entirely different challenge to that of consumer education for children, pupils and students. A new and relevant dimension for adults is citizenship and consumption. CEA complements and supports the concept of "good citizenship".

Its pedagogic approach was designed to consider the following principles:

- to empower consumers through the training process
- to develop consumer potentials by choosing appropriate teaching methods
- to concentrate on consumers' every day life by choosing appropriate teaching contents and materials
- to encourage active participation by choosing the right social setting for the teaching process
- to facilitate the dialogue between all partners within consumption.

Materials produced include

- A **Manual** (Schuh ed) for consumer education for adults. 7 Main topics related to consumption, didactic approaches to consumer education and guidelines for the methodology for consumer education will be developed for adult educators. The content of the manual is wide enough to be tailored to national needs. The manual will be available in 6 European languages- English, German, Catalan, Dutch, Danish and Slovenian.
- A printed **Handbook** with teaching materials to support a Training Module for adults in the field of consumer education (in English and German). It includes video clips for public places and for teachers in adult education. All materials will also be downloadable from the web site at <http://www.pabw.at/cea>

CEA is an innovative co-operation bringing together formal educational institutions, non-formal institutions and business - something often demanded but rarely realised. The programme complements the concept of good citizenship and also supports the UN-guidelines for consumer adults to acquire relevant consumer skills and consciousness, from which they will derive individual benefits for managing their daily lives. Hence CEA supports adult educators in the integration of consumer education within their educational field.

Current projects in consumer education include:

CEAN (Consumer Education for Adults Network)

Funded under the EU Grundtvig 4 (adult education programme) from 2003 to 2006 this network has 21 formal and 10 informal partners from 15 EU and accession countries. The project is co-ordinated by London Metropolitan University. Partners come from universities, adult education providers, consumers' associations, research institutes and national and international networks.

The objectives of the CEAN project are to document and communicate the results of European and national adult consumer education initiatives, network and exchange ideas and share best practice, develop methods for establishing specific criteria and quality indicators in adult consumer education, inform national and international strategies to strengthen the role of adult consumer education and help to provide a common framework for the development of consumer education resources.

Full details can be found at the web site www.londonmet.ac.uk/cean

CEAN exists to influence policy share best practice and it is always hope that partners would initiate projects producing teaching materials and concrete products; the first bid for funding- **Empowering Rural Consumers (EmRuCo)** has been put together by participants from 5 countries and coordinated by the Latvian Association of Teachers of Practical Subjects (Vija Dislere).

In school based education, a proposal has been submitted for a Comenius 3 Consumer education Thematic Network entitled **Consumer Education Network RED E-CONS**, which if accepted will start in October 2004.

Projects to produce consumer education resources, translated and adapted for the EU countries have been funded by the EU DGSANCO (Health and Consumer Protection Directorate):

DOLCETA (Developing on-line consumer education and training for adults)

It will create 2 web-based modules of consumer education for adults: one generic module on European consumer rights and redress and one specific one on financial services. The modules will be in all official languages of the EU and cover all 15 current Member States. Funded by the EU DGSANCO it is coordinated by EUCEN (European Universities Continuing Education Network (Project manager Mike Kitson)

Personal finance CD-Rom 2003 Education des 16 — 25 Ans a la Gestion de Leurs Finances Personnelles

An international group from 8 countries producing a CD Rom on personal finances for young adults in France, translated and adapted to the other countries. Funded by the EU DGSANCO

These are international projects, but there are good national resources as well. It is important that partners share information and increasingly national web sites can be found for consumer education resources. In the United Kingdom the **Ask CE dRIC** site (www.askcedric.org.uk) has built up an impressive consumer education resource for schools that complements the national school curriculum. It has been developed by Cambridgeshire County Council Trading Standards (Nikki Piper) and is now developing an adult (community) education site with funding from the UK Department of Trade and Industry.

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National Consumer Education Partnership (1999) A Framework for the Development of Consumer Skills and Attitudes NCEP London

Schuh M (ed) (2003) Empowering Consumers: Educated Choices CEA team; Padagogische Akademie des Bundes Vienna Text also on web site at <http://www.pabw.at/cea> and a training manual is available.

Wells J (1997) Towards 2000 - Consumer Education in the Classroom Forbes / Consumers' Association London

List of projects

The following funded projects are referred to in the text:

Socrates Grundtvig 4 Network: Consumer Education for Adults Network (CEAN)
109899-CP-1-2003-1-UK-GRUNDTVIG-G4PP

Socrates Erasmus Thematic Network CiCe Children's Identity and Citizenship in Europe
104983-CP-1-2002-1-UK-ERASMUS-TN

Socrates Comenius 2.1. Developing Consumer Citizenship 94188-CP-1-2001-NO-COMENIUS-C21

Socrates Grundtvig Consumer Education for Adults 90646-CP-1-2001-1-AT-GRUNDTVIG-G1PP

Socrates Erasmus M-3 Euromodule in Consumer Education 29493-IC-FI-ERASMUS-M-3

DG SANCO - DOLCETA Development of On-Line Consumer Education Tools for Adults led by EUCEN

Financial Education for Young People for DG SANCO, led by UNAF (F)

ASK Cedric Education Tools for adults; UK Department of Trade and Industry

4. Consumer citizen's rights and responsibilities

Abstracts

Who really is the “consumer” and what are the consumer’s responsibilities? *Pia Valota, Libero, Italy*

The term “consumer” is used with different meanings in different contexts and by different kinds of subjects, and also by different subjects working in the same field. It may indicate a range of roles from just the buyer(s) of a product to an individual person in its whole. By this way a wide range of very different reasonments and consequences as for the consumer’s behaviour and attitudes may be derived.

At present, confusion about these differences may be observed in any field, from the academic to the marketing approach, and may explain the very diverse activities consumer organizations are actually carrying on – often by contradictory positions among them.

We wish to explain the way by which only some of these meanings may properly comprise the solidarity-responsibility issues and justify they are integrated in practice and be taught at any level.

That kind of discourses where (especially global) solidarity is envisaged needs an explanation about “externalities”. That may be given or should have been previously acquired by the listener, in order the concept is clear enough as for its general meaning and especially its economic meaning, when related to consumption.

ACU Associazione Consumatori Utenti is a consumer organization committed with ethical consumption by statute, and the AEC Association of European Consumers *socially and environmentally aware* (the European level association ACU has been co-founder of , whose Secretary General the present writer is) committed itself with Responsible Consumption. Having faced the upper problem practice and partially at the theoretical level (comprising a short inquiry) we hope our contribution may be useful to the CCN network.

A link between rights and obligations? *Thor Ø. Jensen, University of Bergen, Norway*

- Social construction of consumer rights. A political discussion and two small Norwegian cases.

The paper will discuss the nature of the consumer interests in political terms, and use different theoretical contributions in the debate. Two small empirical cases will be referred to: 1. Norwegian data on political party programs 1880-2003 will be used to study the political role of consumer interests. 2. Basic consumer rights will then be used to analyse public service, according to own research on consumer experiences in Norway. From these results the discussion on links between rights and obligations are taken a bit longer. The basic hypothesis is that consumers seldom is seen as an actor in their own right. Paternalism and cooptation will be used to explain the paradoxical status of consumer interests in Norwegian politics

My concluding arguments are:

1. With some important exceptions the principle of “rights & duties” are as paternalistic for consumers as for human rights, the idea that only humans wich meet certain criteria are worthy human rights are old and bad tasting.
2. Consumer rights are important to the construction of the individual as a political actor in the postmodern era,
3. They seem to fill that role with rather sensible values.

4. Classical political culture, and the public sector at least in Norway, strongly points to a paternalistic culture that hampers consumer action and organisation.

Consumers rights and responsibilities. *Marino Melissano, Technical Regional Research Center on European Consumption, Italy*

After a panoramic view to international activities on sustainable development in the Conference of Stockholm in 1972, where has born the Environmental Programme of United Nations (UNEP), in the summit of Beirut in 2003, the author fixes on European consumers rights and responsibilities, above all on:

- foodstuff
- transport
- home
- usage of energy
- the problem of financial management (investment, loan)

The result of this research shows that also if in last 30ty years consumers are growing in their importance, getting more and more contractual power and more consciousness, their rights aren't homogeneous in EU States yet and the gap could increase by enlargement of European Union to 25 States.

Consumer citizen's rights as elements of the competitiveness of small and medium sized enterprises. *László Borbás-Richard Szabó, Budapest Polytechnic, Hungary*

Transition to market economy brought a fierce competition on the socialist type monopolized markets. The liberalization of the formerly state controlled imports made it even more intense. Within a few years a whole spectrum of the possible actors appeared on the Hungarian markets from self employed entrepreneurs to multinational companies, from small retail shops to hipermarkets. Paralel with this process there is also a big change in the minds of the consumer citizens and entrepreneurs.

On the basis of our research activities, which has been carried out from last year, we would like to analyse the impact of the new Low for the Protection of Consumers on the consumer citizen's behaviour and at the same time on the competitiveness of SME's.

Perhaps it is quite unusual to speak about the competitiveness of SME's in the context of consumer citizen's rights, but according to the results of our research it has relevance. The SME's have to keep up with the multinational companies by fulfilling the same conditions, but this puts an anormous burden on their shoulders. More then 70% of the owners of SME's we asked on the elements of their competitiveness, complained about the unbearable difficulties the necessity of meeting the requirements of the Low of the Protection of Consumers causes them. Taking the accession to the EU into consideration they are even more pessimistic. They say, mainly food producers, that rules are not for the protection of the consumers, but just against the small companies.

Can social security erode solidarity? Experience from Estonian welfare reforms. *Anu Toots, Associate professor in public policy, Tallinn Pedagogical University, Estonia*

Majority of current welfare reforms are concerned with cost-containment and targeting of programs. At the same time, public pressure for universal coverage and social citizenship rights remains. In Central and Eastern Europe this dilemma takes sharper character because of leftist tradition in social policy. Public expectation toward comprehensiveness and guaranteed

access to welfare is still strong. Majority of households does not include social insurance contributions or users fees into long-term family budgets. People are not used to take personal actions to manage their welfare plans or to make choices at the emerging social insurance markets. At the same time welfare reforms were designed and radically implemented under new right governments Thus the official reform agenda stressed very intensively individual efforts, personal savings and private insurance contracts.

Today one can analyze first impacts of these reforms on social cohesion and sustainability. On the one hand, it is necessary to encourage citizens to take care on personal well being and to move away from paramount paternalism of Soviet period. On the other hand self-reliance and personal contributions tend to promote anti-solidarity attitudes and increasing tensions between different consumer groups. Estonian experience of health and pension insurance tells that citizens' active participation in insurance schemes is correlated with the transparency of returns. The nexus between popular support and solidarity is by far more complicated. People have high expectations toward universal welfare schemes but are not eager personally contribute to them.

Raised above assumptions will be illustrated by concrete cases in different reform areas and policy debates in Estonia.

Criteria for food Safety Stoyan Tanchev and Ts V. Prokopov

In this presentation consumer rights concerning food safety are discussed. Some of most important examples of poisoning are described and literature review concerning food safety is presented. Food safety is primary concerned with microbiological food poisoning. There are three main aspects:

- Biological which include: patogenic and toxicogenic mycroorganisms, viruses, protozoa, cestodes, nematodes, trematodes.
- Chemical which include: natural toxicants in foods; insecticides; fungicides; hormones; antibiotics; food aditives; antinutrients and allergents; component from food packaging materials; environmental pollution etc.
- Physical which include: pieces from metals, glass, wood, stones, shells, etc.

Economic loses due to consumer rejection of regreened fruit A. Fugeira

(see poster file)

4. The consumers citizens's rights and responsibilities

Who really is the “consumer” and what are the consumer's responsibilities?

Pia Valota, ACU Associazione Consumatori Utenti onlus, Italy

Specific wording is an important tool, for precise enough concepts may be examined and communicated in a culturally complex environment as our European society is.

New words, and new meanings for existing words are brought in the current common language: they need to be from time to time reflected upon, as the framework where they were first originated will be long carried on by discourses, and have a durable influence on people's way of thinking to those given issues the words represent.

That framework, though, may become obsolete over time - or too strict for new or additional meanings people may need to bring in by their societal evolution.

Addressing people as “consumers” is a linguistic innovation, that was brought in since about a hundred years in parallel with growing industrialization processes; especially post World War II mass-production increased its use.

The reason to distinguish such a category of people is that industrialization processes disembedded production from the mixed up activities a traditional society carries on, creating a separate “world” having its own internal logics by technological necessity - the “black box” moving independently towards energy sources.

In this world's in-out scheme, time was re-organized in different phases following the product's production-consumption cycle, space was meant as the geographical support; as a consequence, people participating to production became “workers” and people outside production became “consumers” especially in parallel with growing “market” institutions. Workers first started to build own representative institutions, and consumers in recent times (consumers' rights UN charter was edited in 1985).

On the basis of this pattern of interpretation an amount of new studies was stimulated, building up economic and social theories that diffused that term at any level, so that by now when consumers are named one will naturally picture to himself just “normal people”.

Rightly, as the very fact that human beings are alive means that they somehow “consume”, but not by reasoning.

The general definition of “consumers” we currently - though by some differences – accept at present, is *an individual purchasing goods for private use*: a role in a market monetary transaction frames its proper meaning, that just a synecdoche – a figure of speech that in this case represents the whole by naming a part of it - would extend to indicate the person.

The human being, moreover, is there envisaged independently from his/her relations with the others, so that no ethical problematics are intrinsically pertinent to that kind of discourses where consumers are named. In the origin, citizenship including the ethical issue, no need was there for the production speeches to take them into consideration: individual rights as a way to emancipate people from all-inclusive local society protection are a recent innovation.

The “consumer” concept, therefore, has little bearing on situations where self production is widespread and markets are mostly local, or where a limited range of products are requested by the stable consumption pattern of a community, or where people live at subsistence level and only a small élite has access to choice, or simply where people don't want of the “Western way of life”.

Such situations exist, and only in part are comparable to our own countries' before the industrial revolution: if they are not highlighted by own and appropriate wording, discourses about them or just including them indifferently may be misleading., dragging in a hiddenly *economicist* and *ethnocentric* vision in spite of good intentions. In a discourse, what is not *named* simply does not exist: new visions on economy, that are being elaborated, should face and find solutions to this problem.

At present, the term "citizen" is being added in various ways to the term "consumer": the scope by that is clearly an aim to overcome its historical framework's limitations and bring back into production-consumption issues the many societal issues that in the reality pertain to them.

Any people are citizens, whichever their way for production and consumption, so the idea seems appropriate in order people's reciprocal relations may be taken into consideration, good behaviours may be agreed upon and a way to impose them is identified.

"Citizen" though, as "consumer", is only a role people may play in given conditions, one aspect of a person: therefore, a similar to the before synecdoche is ongoing, when we mean the whole person by it. We usually notice that figure of speech less than the other, because we have been accustomed to picture to ourselves "normal people" as citizens over a much longer time.

The framework of the term "citizen" is a non-avoidable *belonging condition*, that is first of all based on territorial borders that need from time to time to be specified. Here, the territory has a near-to-ethological significance: a land that is owned by its inhabitants and that needs to be defended by other people's intrusion. The time dimension is highly qualified by customs following tradition. The group is outstanding, in comparison with the individual: protection is to be first expected - as said - rather than the individual rights' enforcement. *Prescriptive* ethics are set, in general, either by religious convictions - that in laical states may be different though co-existing - or by group situational morals. Solidarity, together with constraint, is built on the territorial blonging basis, in it.

One may put any word together with any other and agree on a given meaning, that eventually will stay clear in the language. "Consumer-citizenship" is a term that in itself may represent a distinct, independent concept.

The problem, when putting those two concepts - citizen and consumer -together, in present times, is that they are basically irreconcilable by their background framework, the one needing for territorial borders, the other needing no territorial border be put to the global market; the former needing to consider the group as first, the latter considering just the individual.

In the reality, only in traditional, isolated societies those roles are undistinguishable. We, on the contrary, need to preserve the culture that has been elaborated through them.

"Global citizenship" may be addressed, so to get rid of the territorial constraint: as a *claim* for solidarity be implemented towards any people, many young people in fact name it. On the other side, some may be naming it for the sake of lowering the rich concept's pregnancy to a minimum common denominator: a threat to diversity that happily has little chance to be made effective, but one must envisage.

Everybody is observing that struggle going on day by day in the reality: two kinds of power - the economic vs. the political power - trying to take (or keep) hold on real people.

For both of them, opportune supporting communication is essential. Each one is therefore increasing efforts for their own totalizing vision be prevailing in discourses, i.e. each one's cultural categories are employed as if persons *in their whole* were this or that.

A first liberatory step should be underlining that both "consumer" and "citizen" are just *roles* a real person may play, by two different standard interpretations of his/her prevailing *aspects* in given circumstances.

Standard interpretations are needed, for a human group to communicate: that means that frequently occurring situations are given a pattern where roles exist for people's behaviour, and roles are given names. A man in a shop picking up an apple will be called a *client* if he pays for it, a *thief* if not.

Communication being a collective matter, some power is at stake for an interpretation pattern be accepted: "client" is enforced by the market, "thief" by right.

Another liberatory step should be taking into consideration the many alternative kinds of power (moral persuasion or common consensus, among the others) may be active, and patterns may differ by selection of the aspects and priority that is given to them. A Catholic priest will say his *brother-in-God* is in his moral right, if the man is poor and hungry.

Any person may be ascribed (or ascribe to himself) numberless kinds of roles, depending on what the observer (or he/she) minds the situation is about. That is what people normally do by *individually* reasonable behaviours the standard interpretations name anomalous.

Individually reasonable behaviours enforced by common consensus may however set new *standard* interpretation patterns.

That is in fact what "Consumer-citizenship" should be about: a way out of the re-formulated Antigone's dilemma and its tragic epilogue.

To do that, and in the same time to avoid the risk to inadvertently support what we don't want to, we need to

- exit any totalizing vision (there are more than those two we mentioned),
- be clear about expected goals, as only a sub-set of "good" goals may (and should) be taken into consideration by the "Consumer-citizenship" (next standard) interpretation,
- very carefully – only when opportune - adopt categories deriving from the "consumer" and the "citizen" frameworks,
- highlight currently non-considered aspects that still represent people's reasonableness, and examine their original framework(s)
- group them differently on the base of the real situations that are addressed
- and give them priorities that are respectful of the people that are involved,
- invent new categories, roles and names,
- be clear about the motivation each one has for undertaking such a lot of work !!!!

A link between rights and obligations ?

Thor Øivind Jensen, Associate Professor, University of Bergen

Rights without obligations are democratic progress !

The link of rights with obligations may seem sensible and may look like the construction of a “natural balance”. As parents we do that to our children, teachers do it in schools and contractual law are based upon the balancing of rights and obligations. Towards consumers we also easily think that they should behave responsible, being clever informed customers helping the economy to be efficient and also take a lot of social responsibility and right choices to help the environment and the global balance. If we think they will do that, we also think that they should be granted “rights”.

But the example of treating children and pupils reminds us of the basic paternalism in such a balance. Most universal rights have in fact started as paternalistic and elitist constructions and then gradually developed towards “rights without obligations”.

The right to vote was , in most countries, a privilege for rich men, such as landowners or nobility or educated individuals that one way or another seemed to have “deserved their rights” as it was seen at the time. The right to vote was balanced with obligations in a social acceptable way. Gradually the right to vote was granted new groups : women, young people, working class, ethnic minorities in a proces that dissolved the underlying principle of the balance, that the right to vote was conditioned by social obligations or achievements. Today most will accept that the right to vote is fundamental and should not be conditioned by anything other than basic citizenship. This is further enhanced by the now universal voting arrangement with voluntary, individual and secret voting. This arrangement has gradually grown out of other principles for organizing the voting linked to open discussions, paying for votes and mandatory voting. The present arrangent is as far from linking obligations to the voting as one reasonably can go. Different strains of democratic thoughts have defended universal rights to vote position in different ways. It should be admitted that variants of “developmental democracy” in the tradition after both J.J. Rousseau and J. S. Mill argued that the right to vote should be given to all citizens because they would learn and grow in social responsibility when given rights (Held 1987). This kind of argument has a flavour of basic paternalism, natural to these thoughts being dominant around 1800. Actually there are not many classical models of democracy that builds upon participatory rights that is fundamental and without conditions or background reasoning. Different versions of direct and participatory democracy, however, have this emphasis of fundamental rights, but more important is that this view is more or less universally accepted today and both the new left and the new right stresses individual political rights (also in the form of consumer rights !). (Held 1987)

In the development of modern welfare states we can see a kind of parallell development. Social security and health rights can be linked to direct payment through insurance or other arrangements (the US model), this being a very direct “right & obligation” arrangement. Such rights may also have a softer and more indirect linkage to obligations, where our rights are linked to membership in more or less obligatory and state-backed schemes through work (the continental model). And again there are arrangements that is only dependent of being a citizen (the scandinavian model). Esping-Andersen (1990) sees this as different levels of

“commodification” of citizens, meaning that their welfare needs are treated more or less only according to their paying power and market value. He argues that the traditional Scandinavian welfare state models represented a kind of “decommodification”, where citizens gained value “as citizens” according to having rights without (market-like) obligations.

Maybe most important, but somewhat less formal and then more difficult to explain, is the cultural development of human rights in political culture and in media. In short, the argument is that problems regarding human rights did not use to be regarded as a serious problem if the relevant persons were outside the understanding of “worthy citizens”. Problems regarding prisoners, drug abusers, peripheral minorities or full time handicapped clients did not hit headlines easy. But, as a slow process, human rights have trickled down to all humans, and now headlines are easily filled by scandals of clients or minorities that have their rights provoked. The modern news market and the less ideological and more easily moved “task-and face-oriented” media consumers are also more easily moved by news about suffering and lack of respect for fundamental human rights (Lipovetsky 1994). The cultural process that expands human rights are connected to the several centuries-long process of individualization (Burchardt 1860 /1995).

On all these arenas, the tendency is that rights are gradually less tied up to “obligations”, they are fundamental, becoming values in their own right. My point is that there are many examples showing the process of untying the link between rights and obligations as a process of democratic progress. Rights without obligations are not only lack of balance, in many cases such “imbalance” just means that the rights in question are regarded as important in themselves, they are not a tool for some other purpose and not the object of some paternalistic game. Usually the development of less obligations linked to rights are seen as more democratic and more respectful to the individual.

The actor perspective. Rights are tools.

One important aspect of basic rights is that the individual are constructed as an actor. The rights are tools that will be used in several steps to create the citizen in her own picture and in the eyes of others as active subject, an actor in her own life. The main classical traditions in social science will most often be rather insensitive to the fundamental need of the individual to be an actor (Touraine 1988, 1995) and try to explain behaviour and values in terms of groups (the marxist tradition) or in terms of simple models and mechanisms, assuming that the individual basically can be seen as a simple rational calculator of “utility” (the liberal tradition). If we introduce the human need for, and the basic democratic value of, having the ability to be an actor in our own life, our analytical efforts must also see rights as main tools for acting. Again, and linked to the processes discussed above, we can see a cultural shift that have stresses the importance of individual authentic self . The “1968” revolution can be seen as mostly cultural where educated young people moved away from picturing themselves as useful cogs in a great machine and on many arenas stressed creative pluralism and individuality (Paglia 1992, Touraine 1995)

In this perspective it is fundamental to have rights relevant to the important arenas of life and the consumer role are moved into focus as one of the most important roles for many reasons (Bauman 1998). A richer society with better-off citizens creates more consumer possibilities. A more market-based and internationally oriented society places more important items and decisions on the market and hence in the consumer area. Other life-arenas like family, professionalized welfare state and local society are weakened. More complex and culturally

based explanations are probably the most important; Reduced belief in experts and simple “rational” and stable solutions, partially dissolution of the ideological firmness found in religion, nation, family roles and social class specific cultures, all press individuals to build their lives and “selves”, their individual identities with the help of the consumer role.

The basic consumer rights that are tools in micro-politics have a stronger tradition in other political systems and it is no surprise that the liberal tradition are early in this aspect. With John F Kennedy’s 1962 “Consumer Message” these rights are:

- The right to protection (from side effects, risks etc)
- The right to information
- The right to choice
- The right to complain/have a second opinion
- The right to have a voice

Some of these rights are fundamental as tools of constructing the individual as an actor, and they have at the same time distinct anti-paternalistic properties. The right to be informed is a right that goes beyond the more or less technical “need” for information. Consumers here have the right to know the content and origin of products regardless of what some authority might think they need. They should also know dangers presented by products and still have the right to choose. There should be no superior evaluation of what kind of information they need or is able to absorb or evaluate. And they have the right to get a second opinion and try complain even if no wrong are done. And their right to have choices goes far beyond ideas of “correct choice”. Their status as actors are created by such rights, these rights recognises them as subjects. These rights are also fundamental in the process that make the citizens able to take responsibility and have “problem ownership” (Peyrot 1982, Jensen 1988,1990).

So, far the argument have tried to establish the idea the basic rights for consumers should be seen as rights of citizenship, basic values and basic for the ability to be a genuine actor in the forming of own life and also in the forming of society. In the next paragraph we will indicate that citizen rights and power to consumers are not social destructive factors.

Consumers are nice Citizens

Which *values* will the new consumerized citizen press forward in their struggle to be authentic individuals? In our line of arguing we easily will find that consumers want pluralism, freedom to choice and dynamics of fashion to serve their need for individualism and change (Lipovetsky 1994). And they want goods and services to have authentic qualities (Taylor 1989); to have design, history, origin , also making them items of personalization.

When it comes to more traditional values, there seems to be a general opinion that the value systems under the new consumer roles is linked to selfishness, materialism and decline of cultural standards and political responsibility. I strongly oppose this view. In my opinion this pessimism is in itself a value statement (about human character) and not empirically grounded. In the cultural area the decline have been predicted since 1947 (Horkheimer/Adorno 1947/1995): How cinemas for the people would destroy theatres, TV destroy reading and cinemas and mass printing destroy fine arts etc. The underlying assumption is that ordinary people in their consumerized citizen roles will choose the least challenging and the lowest cultural level available. This did not happen. Consumption of

culture items and use of culture media have increased in all areas, they sell more books, magazine sales are exploding, newspaper reading is stable, TV use have been rising, cinemas and theatres are not disappearing, opera have new customers. Gregorian chants are sold at gas station, Alessi design at shopping malls. More and more art galleries sell more and more to ordinary people. There are details and things to discuss under this broad picture, but it is not at all a situation of cultural decline and social dissolvemenet, the general picture is more culture of many kinds. The critique regarding shopping is well known: a hedonistic and selfish activity. Empirical analysis (Miller 2000) show that the process of shopping is serious routine work and usually deeply rooted in altruism, the inner dialog during shopping activities is mostly about “love” and family needs; husband, girlfriend, children, grandchildren, health, safety and economics are common topics, (but allowing for small personal “treats”.)

If we, on a more practical level, try to find the traces of values inside consumer behavior it is not difficult to find rather nice values. Safety, health, anxiety for environment, family values and culture lies obviously among the motivation for the patterns of consumption that are observed (Blindheim et al 2002) underlining that purchase is value-driven (Etzioni 1986) and that the values involved may be socially acceptable.

A modern value like protecting the environment is easily seen in how a lot of product have to make environmental promises and how the anxiety of modern consumers on behalf of nature makes it difficult to sell read meat after the Mad Cow Disease or furniture from certain trees when rainforests are threatened. Ecological products are preferred if the price difference can be handled. A fresh Norwegian study (Madland 2002) finds that consciousness among consumers are relatively high, but they feel problems with reliable information and the motivation to take high prices differences or complicated acessability are modest

Ordinary consumers are at least not consistently the irresponsible party, always pushing in the opposite direction of social responsibility. Business elites, political parties, trade unions or consumers, it can not, to put it mildly, be concluded that the latter is the irresponsible party among them. The organized consumer movements are weak, but characterized by rather high social responsibility and they are quite fast to care about new items and challenges. It seems, however, that established elites and current political culture in most European countries are rather negative and have great distrust in the value content and political possibilites inside the consumer role.

We will discuss two cases regarding Norwegian political culture and public sector.

Consumers in political culture. The Norwegian Paradox

Norway is a puzzling and instructive example in our context. On the one hand all the tendencies discussed above are easily found; individualism, the urge to be authentic, new values, buying power and buying consciousness , changing political culture and a starting consumer activism on most of the areas mentioned above. There are even observers (Inglehart 1998) that argues that some of the fundamental changes in values should be stronger in countries like Norway, combining high education, protestantism , welfare state and strong democracy with a solid economy

But on the institutional level there are surprisingly few traces of these changes (with the exception of some legal changes on rights and complaint arrangements). There is not any

longer a Ministry with “consumer” in its name, there are no consumer-oriented political parties. The Consumer Council is state owned and not much visible in political discussions. Consumer institutions was reorganized last year according to principles of “New Public Management”, probably it will be more formally independent from government and cheaper to run, but the reorganization was in no visible way linked to consumer politics. In the last parliamentary election no party mentioned consumer politics in their election-program

There are many reasons for this situation. The protestant-christian state religion underlines duties and production, the socialist tradition also sees consumption as low in priority and the idea of expert rule and formal planning will not see values or genuine actors in the consumer area. Norway is high in all these three aspects. The patterns of political parties was formed 1880-1925 and are (except for a protestant-christian party) almost totally formed by production-side interests of workers, owners and primary-sector producers. The other strong political mechanism in Norway, the corporate-pluralist system is even more dominated by production-side interests.

A closer analysis of all programs for all political parties in the whole period 1880-2003 give the following impression (Jensen 2001, 2004)¹

- *Consumer matters are seldom mentioned, are not among the important topics for any political party, not treated systematically.
- *From 1911-1930 mentioned by socialists under ”cooperatives”
- *Some parties have a chapter on consumer matters after 1970. The Social Democrats have the most detailed and serious chapters
- *Most times consumers are mentioned it is as ”coopted interests”, they are used in argumentation for other purposes and in other chapters
- *Some conservative parties/governments give individual rights an emphasis that also seems important for consumers
- *Consumer rights were an issue in the conservative government 1982-85
- *From late 1980’s the right wing uses consumers as arguments for market freedom
- *The modern left wing often sees consumers and consumerism as a danger to society.

The main picture is still that consumer matters are not taken into politics in a systematic and serious way and that this has become a serious paradox during the 1990s. Consumers’ organizations seems even weaker and are still state owned.

The political culture, including the intellectuals, underlines this paradox. The word “consumer” is mostly used as negative, meaning cultural decline and democratic problems. The perspective of the consumer role as an important form of citizen role is almost totally lacking.

Consumers’ experience with public bureaucracy

During the long period 1979-1992 we² arranged a large number of surveys that with different methods were aimed at registering consumers’ experiences with public service. The total number was around 200 and the health sector were most often the target, but also taxation, building regulation, social service and (for comparison) some private service providers. Most

¹ Both based on a CD-ROM service from NSD, Bergen

² “We” means a long series of projects with different purposes and different staffs, but usually run by me as project leader.

projects were funded directly by a conservative government in the 1982-85 period (see above). Main results :

- *Consumers trust their service providers and are in general pleased
- *Opening hours do not fit consumers daily life
- *Information are viewed as incomplete or not given
- *Information and culture regarding clients rights were especially problematic, especially in the welfare sectors

One basic conclusion was that the consumers were not respected or viewed as actors, the most problematic results was regarding information and rights, items that seems important if the client is viewed as an actor. This pattern was most extreme in the health services where patients were most pleased with the staff in general, but had most dissatisfaction with items that related to their actor status.

Some reforms are implemented and it is at least not anymore provocative to ask consumers about experiences, which was the situation in the early 1980's. The reforms makes it possible to file a complaint in more cases and some possibility of choice is introduced. Many of the reforms are part of a broader reform movement "New Public Management" that introduces some consumer choice, as part of an attempt to make the system more efficient.

Citizenship through consumer roles

Consumer citizenship can be seen as one important step in a long process starting in Italian renaissance where the individual (and gradually all individuals !) are entitled to, and feel entitled to, being actors that are in command own their own life and being part of a complex process that form society.

The present situation (at least in Norway) seems to be paternalistic towards consumers. Old political forms (parties and formal committees) does not include consumers. Political culture and political elites seem negative and suspicious. Existing political discourse do not include the consumer role as an actor. This situation also include almost no independent organizations for consumers and little representation.

But outside the formal institutions the picture is quite different, indicating an important and rather responsible consumer role. In the newly formed political systems (like EU) this is at least partly indicated also in the formal systems.

One of the key questions now seems to be how consumers will organize in the future. Would it be comparable to the workers' movement of the 1900's? Would it be linked to ideologies? Would it be an arena of a complex web of small actions? How would it link to other (and older) facets of the citizen role? The workers' organization process indicates the huge powers that may follow formation of ideology, collective organization and suitable action forms. The last word will be from a textbook on new fundamentals for politics:

"The new social movements, especially ecological movements, has already worked out a conception of environmentally conscious consumption to which socially and politically conscious consumption has been added. What may have begun as a drive towards consumer sovereignty in advanced capitalism can also move in the direction of consumer citizenship in

which individuals constitute consumption as an active political, social and ecological practice.” (Isin & Wood, 1999 p 158)

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Consequences of consumer citizen's rights for the competitiveness of Small and Medium Sized Enterprises

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Transition to market economy brought fierce competition to the socialist type monopolized markets. The liberalization of the formerly state controlled imports made it even more intense. Within a few years a whole spectrum of possible actors appeared on the Hungarian markets from self-employed entrepreneurs to multinational companies, from small retail shops to hypermarkets. Parallel with this process there is also a significant change in the minds of the consumer citizens and entrepreneurs. On the basis of our research activity we would like to analyse the impact of the new Law for the Protection of Consumers on the consumer citizen's behaviour and at the same time on the competitiveness of SME's.

Perhaps it is unusual to speak about the competitiveness of SME's in the context of consumer citizen's rights, but according to the results of our research it has relevance. The SME's have to keep up with the multinational companies by fulfilling the same conditions, but this puts an enormous burden on their shoulders. More than 70% of the owners of SME's who we asked about aspects of their competitiveness, complained about the unbearable difficulties the necessity of meeting the requirements of the Law of the Protection of Consumers forces on them. Taking the accession to the EU into consideration they are even more pessimistic. They (mainly food producers) go even so far as to say that the rules are not for the protection of the consumers, but just against the small companies.

Evaluation of Consumer Protection in Hungary

Consumer protection regulations form an independent system in conformity with continuously changing demands. The regulations deal with the basic obligations of the manufacturers and distributors of goods and services, rights of the consumers, they contain the official procedures and the possibilities for the solution of disputes. In Hungary the most important legal source of regulation is Act on Consumer Protection (Act CLV.1997). Consumers' interests are also protected by the rules on Competition Law, which involves a ban of unfair competition. Even the Criminal Code protects the interests of customers by stipulating warnings for actors in business life. As far as the official side of consumer protection is concerned, the highest authority in this field is Chief Consumer Supervision. They provide professional guidance and control over regional supervision offices. As a further step in the development of Hungarian institutional system of consumer protection, chambers of commerce arbitration boards were established from January 1999 as an alternative for the settlement of disputes.

Harmonisation of Consumer Protection Law before accession to the EU

Consumer protection has always been given outstanding emphasis in the European Community. After the accession of the new member states a high level of protection has to be provided for nearly half billion EU citizens. Without consumer protection the desired single market is unthinkable. The free movement of goods and services needs common legislation, the application of which is an important component of competition. Companies complying with the consumer protection requirements may strengthen their positions on their markets, but other group of firms who are not capable to keep up with these rules may even entirely

loose their markets. ITDH, the International Trade Development Agency of Hungary, defined the following actions to be taken to make enterprises competitive even in terms of consumer protection:

- knowledge of consumer protection legislation and laws
- compliance with consumer protection legislation
- production and distribution of safe goods and services
- establishment of appropriate relations with the authorities and the civil associations providing representation for consumers
- strengthened consumer protection approach within the business
- participation in training and further training on consumer protection.

As far as the accession negotiations are concerned, consumer protection got a separate chapter. Hungary adopted and harmonised most of EU's consumer protection rules. It was mainly done on the basis of the principle of minimum harmonisation, which allows countries to apply stricter regulations in their own legislation. In Hungary first the Act on Product Liability was announced in 1993. It was followed by the Act on the Prohibition of Unfair Market Conduct and the Restriction of Competition in 1996 and the Act on Business Advertising Activities in 1997. In the framework of the Act CLV of 1997 on Consumer Protection all important consumer protection issues were adopted from EU's regulation. After the adoption of the a.m. Act, pieces of legislation have been drafted which represent the adoption of EU directives. As a result of this process the number of adopted rules concerning consumer protection increased to around one hundred.

In achieve Hungary's obligations to harmonise laws, Act IV of 1959 on the Civil Code of the Republic of Hungary as well as Act XXXVI of 2002 on the Amendment of Certain Act in Relation to Consumer Protection for Harmonisation-of-Law Purposes align consumer protection rules to the requirements of the European Union. The latter package comprises five areas, implying changes to the Civil Code and the acts on consumer protection, business advertising and product liability. In the Civil Code, provisions related to warranty, guarantee and delay as well as late charges change. The warranty period increases, and may not be shorter than two years for the better part of the industrial goods, and it is up to the parties to agree on the duration and terms and conditions of the warranty. Following Hungary's accession to the EU, late charges to be payed in transactions between business organizations will be higher, and will be equivalent to the central bank base interest rate as defined by the European Central Bank as valid for the last day before the calendar half-year concerned by the delay plus seven percent. Other changes include that it is the manufacturer who will have to prove that it is not liable for a fault within six months after the sale, that, under the Acts on Product Liability, the value limit will change to EUR 500 in line with EU regulations from HUF 10000. According to a further amendment to the Civil Code, distributors will be bound by conditions announced in a public offering, and the quality and other characteristics of products shall correspond to the characteristics shown on the label of the goods or in advertising. A part of the amendments, such as the value limit for product liability damages, will come into force at the time of Hungary's accession, the warranty rules of the Civil Code are applicable from 1 July 2003, while the provisions concerning reconciliation bodies in consumer protection are applicable as of 1 January 2003.

A new chapter of the government Decree No. 79/1998.(IV.29.) on the safety of goods and services and the related market supervision procedure on market deals with supervision control of customs goods. According to this, if goods arriving from abroad do not have

documents and permits meeting the Hungarian product safety requirements or the required conformity marking is missing from them, the customs authority shall notify the market supervision authority without delay, which in turn shall respond to the inquiry within three days or, in urgent cases, within 24 hours of accepting the declaration on the goods. Starting from 1 January 2003, if customs goods with missing documents do not meet the Hungarian requirements, the market supervision authority will prohibit their marketing in Hungary. The coming into force of this provision allowed for setting up a market supervision system on the borders that correspond to EU rules.

Some modifications have been made to the Act on Consumer Protection in the framework of Act LXIV of 2002 on the Amendment of Certain Acts Concerning the Money and Capital Markets affecting the concept of financial services and pension fund services and granting an authorization to start a lawsuit in certain defined cases against persons whose activities in violation of the law concern a broad group of consumers or causes detriment of significant size. In line with the legal harmonisation programme adopted by the Hungarian government additional elements of consumer protection laws will also be harmonised by the date of Hungary's accession to the Union. The government's second medium-term consumer protection policy will be drafted on the basis of the EU's current, 5th consumer protection strategy and action plan, and there will be a specific action programme related to the consumer protection policy concerning the years 2003-2006 included the development of the institutions for consumer protection market supervision.

Research on consumer protection and its influence on the competitiveness of SMEs

In our research, we wanted to get a picture of the awareness of the Hungarian small and medium sized entrepreneurs of the consumer protection legislation and their opinion on how the Hungarian Law on consumer protection influences their competitiveness.

Out of the 296 questioned entrepreneur (owner or manager of an enterprise) 107 gave us answers by filling in the questionnaire we made or answered by phone. We classified the enterprises by the number of their employees according to international standards, and we did not take into consideration the annual revenue or other possible figures.

In our sample the small and medium sized enterprises were overrepresented. In Hungary out of the whole mass of enterprises 95,7% is micro, 3,6% is small and the rest 0,7% is medium sized, while the distribution out of the answering enterprises 89,1%, 6,3% and 4,6%.

In our first question we inquired for how long are they exist in the entrepreneurial sector. The majority exists for more than one year but less than five years. The absolute beginners' ratio is 10,7%, while those who succeeded in remaining on the markets for more than five years is 21,7%. As a second question we wanted to know from what kind of settlements are they from.

39,7% came from Budapest, 21,1% from bigger cities, 13,4% from smaller cities and the rest is from villages.

78,1% does not have direct connection with multinational companies, while others directly deliver their goods or provide their services to multinationals.

27,8% of them is retailer, 22,2% works in the production sector, all others offer some kind of services.

Our first substantial question was concerning consumer protection legislation aim the entrepreneurs knowledge of consumers protection history.

„ For how long has consumer protection existed in Hungary ?”

Out of the possible three answers 5,1% chose that it has been existing for the Socialist Era. Other 7,2% knew exactly the date of Consumer Protection Act. All others dated the existence of the consumer protection after 1990.

In our next question we wanted to know if the entrepreneurs know what acts or other rulings regulate the consumer protection.

13,5% gave more or less precise answer, 33,6% has some acceptable knowledge , others have heard about the Act.

We also asked from what sources their knowledge comes from. 17,2% stated that he reads the Official Journal, most of the others have read about it in some newspaper, for some entrepreneurs the basic source of information is some other colleague.

The fourth question is the centre of our interest. „ Does the keeping of the rules of the consumer protection act and other rulings cause difficulties for you? Less then ten percent stated that it does not cause problems for his enterprise. Out of those who said yes, more then 70% felt that the keeping of the rules make them serious difficulties.

For the question „In what form do these problems occur ?” more then eighty percent said that the administrative procedures they have to go through cause them at the same time financial difficulties. Guaranteeing the required quality is not easy itself, but the auditing system is very complicated and costly. Most of the entrepreneurs emphasized that equal treatment with the multinational companies is not fair. They said „We are unable to concentrate all the time on the written requirements, we have to work. We cannot employ a whole staff the task of which is to work out and maintain a system for meeting the changing requirements. It would cost us more then we earn.” Mainly micro entrepreneurs, the most of which are self employed, are not in the position to be well informed. For the question „ Do you need consultancy services ?” most of them did not answer or made a comment which should not be cited.

Consequencely, it can be stated that for small-and medium sized enterprises the task of meeting all the requirements concerning rules of consumer protection is a heavy burden. Some of the enterprises are simply unable to stay up-to-date, for others it causes unproportionate financial difficulties. A kind of solution for most of them could be if they could receive consultancy services at low prices or subsidised by the state.

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Social insurance as emerging area of consumption in post-communist countries: Experience from Estonian welfare reforms.

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Introduction

The majority of recent social welfare reforms in EU countries are concerned with cost-containment and targeting of programs. At the same time public pressure remains for universal coverage and social rights as a citizen. In these circumstances policy-makers have to make difficult choices between cuts in anti-poverty programs and enhancement of contribution-based social security schemes. Citizens as consumers of policy outcomes are increasingly pushed toward personal choices in social insurance markets where private sector providers have become common partners to the traditional welfare state.

Post-communist countries in Central and Eastern Europe, regardless of their different political histories, face basically the same problems. In these countries the dilemma of universal or contribution - based coverage in social welfare has become more pronounced. CEE countries inherited from their socialist past a leftist tradition in social policy. Thus public expectations toward comprehensiveness and guaranteed access to social security are still strong. At the same time many post-communist governments designed and implemented welfare reforms according to the market oriented New Right ideology. This approach powerfully advocates for individual welfare efforts, personal savings and private insurance contracts. Citizens in post-communist countries are not used to taking personal actions in welfare management or to make choices in the emerging social insurance markets. These issues are explicitly related to the socio-economical status of households. Those with better education and income level are also more empowered in social welfare consumption.

Previous research

The balance between solidarity, equity and efficiency is one of the classical issues in the welfare state theory. Prominent scholars have studied the nexus between labour market and work incentives, de-commodification capacity of different welfare regimes and impact of social insurance contributions on social solidarity (N.Barr, G.Esping-Andersen, R.Goodin, P.Pierson). G.Esping-Andersen argues that social insurance can be efficiently married with the commodity logic of liberalism. Insurance pegs benefits to employment, work performance and contributions and thus strengthens work incentives and productivity (Esping-Andersen, 1999). T.Marshall and R.Goodin stress that market losers can be negatively privileged by the welfare state if it relies too much on personal contribution and contribution-defined formulas of benefits (R.Goodin et al. 1999).

Nevertheless, recent welfare reforms across Europe all advocate greater responsibility on the part of citizens in ensuring their own well-being. This policy logic has shifted the research toward citizens' knowledge and empowerment as necessary premises to tackle increased responsibilities. Andersen and Tobiasen found a positive correlation between political consumerism and political trust and suggest putting consumer behaviour into broader context of political participation (Andersen, Tobiasen, 2004). Analyses made on the large international scale (Rider and Makela, 2003) or with special focus on post-communist countries (Fultz and Ruck 2001, Kirch, 2000) conclude that citizens lack knowledge to make informed decisions in health services or pension insurance. Sociological surveys carried out in Estonia demonstrate high criticism toward equal access to health care and skepticism about

private pension insurance (ES Turu-uurinate AS 2000, EMOR 2001, Ariko Marketing 2002). These data show evidently that welfare area is becoming a marketplace where citizens play the role of consumers. What remains unclear from previous research is to what extent variance in consumer behaviour can explain the success of different reform efforts and what will be the impact of increasing consumerism in welfare upon social integration.

Purpose

Analysis of first impacts of post-communist welfare reforms on social cohesion and sustainability gains increasing importance. On the one hand, it is necessary to encourage citizens to take care of their personal well-being and to move away from the paramount welfare paternalism of Soviet period. On the other hand self-reliance and personal contributions tend to cause anti-solidarity attitudes and tensions between different consumer groups. The Estonian experience of health and pension insurance tells that the nexus between public support, participation and solidarity can be manifold varying from strong attitudes toward universal rights to individual risk behaviour.

The aim of this paper is to explore how market-oriented social insurance reforms in Estonia have shaped and reshaped public attitudes toward social security. The following questions will be addressed:

- Does the legal framework of social insurance favor solidarity or individual consumption?
- Are citizens aware about consumer rights and responsibilities in the welfare area? Can we distinguish winners and losers among welfare consumers?
- Why different insurance schemes (pension and health) perform differently in terms of public participation?
- What is the impact of consumers' behaviour on policy development?

Basic characteristics of Estonian welfare system

Building of the new social security system was one of the fundamental components of transition to democracy and market economy. The former comprehensive tax based system was gradually replaced by the insurance-based social welfare, which combined both Bismarckian and neoliberal principles. Health insurance and unemployment insurance were organized as a compulsory contributions of employers to the semi-public insurance funds, whereas pension reform was implemented according to the World Bank three-legged model. The first pillar of pension insurance is financed out of mandatory social insurance contributions and serves for financing benefits of current old age pensioners. The second fully funded pillar combines contributions from employers and employees and it is mandatory for those born after 1983. Thus almost all of today's employees are free to choose whether they join this scheme. Second pillar is administered by private sector, insurance plans are contracted individually and insurer has the right once per year to switch from one pension plan or insurance company to another. Additionally there is also the third pillar – voluntary private pension insurance, which is subject to income tax exemption.

Minor government intervention into funded pension insurance and the principle of individual contracts increase the need for citizens to acquire information from markets to make appropriate choices. Both voluntary and mandatory funded schemes have been functioning less than five years, which is too limited period to conclude whether shortcomings of pension privatization reforms in Poland and Hungary will be repeated in Estonia. Experience of Hungary and Poland, but also UK and Chile shows that private management will be costly due to the reduced economies of scale, compounded by the switch-over and advertising costs in a multiple private management system (Fultz, Ruck, 2001). The question arises, whether

these costs will be heard by all citizens via increased government subsidies or by clients of each insurance company depending on its market performance. Awareness about these costs and possible financial losses is almost nonexistent among the public.

Unlike pension insurance the health care provision has remained in the public sector. Insurance contributions are paid entirely by the employer and managed by the Public Sick Fund which signs annual contracts with non-profit hospitals and GP-s. All insured persons, children and old-age people have the right to free services, but long waiting periods have become a chronic problem for the health care system. The main response to this has been in line with reform efforts of M.Thatcher who tried to promote entrepreneurship in hospitals and permitted patients to opt out of waiting lists by paying for the service. Although voluntary private health insurance is legislated in Estonia, very few make use of it. Private medical services can be found in dental care and quiet modestly in gynaecology.

Despite these varieties in division of tax burden and administration patterns both insurance schemes share important common challenges and problems. The overall social tax burden in Estonia has already reached higher than the average EU level -36,5% of payroll. Because employers have to carry heavy portion of the tax burden (33,5%) they became reluctant to create new jobs or to fulfill tax-paying obligations. Strong labor market institutions could enhance solidarity but unfortunately this is not the case of contemporary Estonia. Employers' organizations are still weak, which is amplified by the dominance of micro-enterprises (77% of enterprises have below 10 workers) and expansion of self-employment (13% of workforce). In the insurance-based welfare systems like the Estonian, above-mentioned characteristics play important role in securing citizens' access to benefits and services. Those outside the labor market are deprived unless they meet strict qualification criteria for legal status of the unemployed. Inside the labor market the level of social guarantees depends on the employer (whether he pays contributions) but also to a great extent also on employee's ability to stand for his social rights and to make appropriate choices in welfare consumption.

Prevailing support to the pension insurance reform

Are citizens aware about their consumer rights and responsibilities in the welfare area? Can we distinguish winners and losers among welfare consumers?

Security in old age and free health services were guaranteed for everyone in the former Soviet period, thus the introduction of personal contributions or necessity to make choices between various welfare providers created a completely new situation. Therefore it is not surprising that partial privatisation of pension insurance did not enjoy broad public support in the beginning of the reforms. An opinion poll carried out in 2000 revealed that 83% of respondents saw the government as responsible for old age benefits body, 9% supported self-reliance and just 7% put responsibility on employers (ES Turu-uuringute AS. 2000). 55% believed that state benefits will be non sufficient for the normal living standard, nevertheless the same share of respondents would not transmit their savings into private pension insurance. Despite of the strong support toward public pensions, government implemented the market-oriented World Bank model. Like in Hungary and Poland, commercially managed individual saving accounts turned to be very soon by far more popular than estimated (Fulitz, Ruck, 2001). Within two years since enactment of the second pillar 63% of Estonian population in age of 15-64 years has signed individual pension contracts, 11% has additionally joined the voluntary insurance (the third pillar).

When the pension reform was still pending, one of the widespread public arguments against funded schemes was lack of personal financial resources to make contributions. Because income level in Estonia is still low (40% of EU average) but the Gini index high (0.38) one

must ask, whether support to the funded pension schemes differs across income groups. Somewhat surprisingly we found that the mean income of those who joined the second pillar does not exceed the national average. Rather belong to the upper income groups clients of voluntary private pension schemes having their mean income about 30% higher than the national average.

What explains such a success of personal contributions despite public reluctance some years earlier? Three kinds of arguments can be raised here. First, significant income equality has become legitimate amongst people of post-socialist countries (Gijsberts, 2002). Secondly, absence of an active pensioners' lobby that would resist the World Bank model, and growing public trust toward private banking sector has contributed to the successful intervention of financial institutions into pension reform (Toots, 2003). Commercial banks and insurance companies who got the right to administer second pillar contributions organised a powerful advertisement campaign. As a result the number of persons who joined the second pillar was twice as high as expected. Thirdly, the popularity of funded pension schemes relates to the transparency of returns. Programs where those who contribute will also be beneficiaries tend to be more popular (Bonoli, 2000). Personal accounts and the possibility to follow the performance of pension funds made pension insurance more attractive than health insurance where correlation between contribution and medical consumption is not so clear-cut.

Because private enterprises were very much interested in getting new clients the advertisement campaign took a purely commercial shape. The promising sides of insurance were promoted only, whereas possible risks remained unmentioned. Thus insurers lacked the knowledge and skills to make an informed decision when choosing between different companies and saving strategies. In most cases they simply agreed with option provided by the bank teller. As G.Bonoli points out, misadvice of clients turned out to be a considerable problem even in UK pension privatization reform despite of remarkable traditions in insurance behaviour (Bonoli, 2000). It is interesting to note that better government monitoring of private pension companies in Estonia would not increase the share of workers ready to make an insurance contract (ES Turu-uuringute AS, 2000). In addition to that, a majority of admitted insurers have chosen the high-risk insurance plans. This illustrates clearly how minimal the citizens' awareness is about possible financial risks. Quick adjustment of consumer behaviour to the policy reform options significantly contributed to success of funded pension insurance. But there are negative sides of the reform outcomes also. The government has to tackle difficult problems of emerging deficit in funding current pension payments and to ensure that private insurance options would not be conceived in narrow terms of actuarial fairness ("one gets what one pays for") simply (Giaino, 2001).

Reluctance and criticism toward health care system

The foundations of the current Estonian health system were set already in 1992 but partial reforms are still continuing. Unlike the pension reform, citizens were not given here a chance to play an active role in managing their welfare. The system uses GP-s as gatekeepers; in rural areas options to choose a doctor are almost absent due to the limited number of providers. There is a single insurance system, which pools all good and bad risks. This is not new at international scale and various research provide evidence of cost-efficiency and high solidarity of this kind of arrangements (Giaino, 2001). Estonian Sick Funds suffers regularly from the lack of resources, which causes even postponement of operations and medical services in the end of financial year. One of the reasons for that is the large share of uninsured persons (10% of population) who still have the right to emergency services. Thus many

employers do not pay contributions for their employees and the latter are not able to enforce them. 66% of respondents in opinion poll survey found that employers do not care about health conditions of their workers (ARIKO MARKETING, 2002).

Unlike the case of pension insurance, money matters a lot in the public eye in terms of access to the health services. In the abovementioned survey, 86% agreed that health care is less accessible today because it has become partly fee-paying. No significant variance according the level of education or income has been found, which speaks for existing attitudes toward solidarity. It must be noted that dissatisfaction is even increasing when compared with earlier surveys (EMOR, 2001). Once again we see an opposite trend compared to the attitudes toward pension insurance.

Awareness about consumer rights in the health care is modest, in some issues even low. 1/3 complains that they do not have necessary medical information; most of respondents rely on mass media only for getting informed. A clear illustration to the situation is the fact that only 25% of population in age of 15-74 years know that an insured person has the right for free medical care (EMOR 2001). Thus the tightening of eligibility criteria for free access to the health care is in public stereotypes amplified by the media images where negative coverage about health services dominates.

Conclusions

Two social policy areas – public-private mixed pension insurance and public health insurance, have provided interesting examples of interplay between the public consumerism and policy intentions. Fully funded pension insurance administered by the commercial sector gained fast popularity due to aggressive advertisement campaigns and individually oriented actuarial approach. Public health insurance instead deserves high public criticism and employers reluctance to pay contributions.

What is different in the two cases is the role of citizens. In pension plans they can to a greater extent create their own future (and this belief is strongly promoted by insurance firms). The health care system leaves citizens the role of passive service users. Efficiency and quality of services will not depend on their personal actions unless they pay additional out-of-pocket money which actually means opting out of the public health insurance system.

What is common for both policy cases is lack of balanced, socially oriented information for consumers. The banking sector in pursuing new clients is interested in positive and short-handed information only. The semi-public health sector regards broad awareness rising campaigns as waste of money in a situation of financial scarcity. Both experiences tell us that even if some public services or programmes are outsourced to the non-governmental providers, consumer education in social welfare remains the responsibility of government.

These cases also tell us that citizens as consumers can significantly promote or devote success of policy reforms. Reforms will move faster when citizens have information, choice and voice.

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Food safety: a primary goal of consumer citizens

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Introduction

The entire human life is marked, consciously or subconsciously, by two activities which are of primary importance to man's health and longevity: sleeping and eating. They are rhythmical in nature and essential to man's health and longevity and for the efficient performance of every type of activity in man's life.

Sleeping seems to be one of the human activities which comply with the global solidarity criteria regardless of the stage in the historic development of human civilisation and factors such as geographical and social conditions, age, race, education, ethnic group, etc.

Eating occupies a far more unfavourable position than sleeping with regard to the globalisation criteria. It could even serve as a point of reference for non-compliance with these criteria.

Globally, food science and nutrition have accepted that human consumption per annum should consist of various foods, the total weight (mass) of which should be about 10 times as large as the consumer's mass. It would be beneficial to health to divide these foods into groups as follows: 23% of vegetables, 21% of milk and dairy products, 14% of animal products (dairy products excluded), 11% of fruit, 10% of sugar and sugar products, 9% of cereals and cereal products, and 12% of the remaining foods, which are quite a few in number and type. Undoubtedly, these figures are not constant since the quantities for each food group vary within a wider or narrower range depending on the geographical region, age, eating traditions, religious, ethnic, dietetic and other factors.

A modern criterion for healthy nutrition is the construction of the so-called food pyramid, which is specific for individual geographical regions and nationalities, religious etc. The food pyramid aims to present in broad outline the quantities of each food group that need to be consumed by the average consumer in order to ensure the reasonable quality of life in the eating aspect. However, this criterion is rather inconsistent with global solidarity for two main reasons: the limited financial resources of a large number of consumers and/or insufficient consumers' knowledge of the rational nutrition criteria, food safety, etc.

Unfortunately, it is estimated that as many as 2 billion people do not have enough to eat and that perhaps about 40 000 die every day from diseases related to inadequate diets, including the lack of sufficient food, macro- and micronutrients.

Biological aspects of food safety

Microbiological aspects of food safety

The contamination of foods by disease-causing microorganisms has been known and studied since around 1880. The incidence of such food-borne illness in USA is much higher than many would expect. Between 1983 and 1987 there were 91 678 confirmed cases. This probably represents only a small portion of the actual cases because of the lack of strict criteria for classifying cases and failure to report cases when only one or two individuals were affected. Approximately 92% of these cases were due to pathogenic bacteria. Industrially processed foods are implicated in only a small fraction of these incidents.

In 1993, hamburgers containing undercooked ground beef were served in a fast-food restaurant which resulted in several deaths. The causative bacterium was a type of *Escherichia coli* bacteria known as 0157:H7 and associated with raw beef. From 1955 till 1985 cases of salmonellosis in USA increased permanently from 4 cases to 100 000 population to about 28, but after 1993 cases reduced to about 17. The same year in Great Britain 27 people were diagnosed with botulism, with one death from consumption of yogurt containing hazelnut preserve. Fish has been implicated in number of botulism cases.

Acute illness, usually gastrointestinal, is mainly caused by toxins produced by *Staphylococcus aureus*, *Clostridium botulinum*, etc. Food containing these toxins may not appear spoiled.

Mycotoxins are produced from some types of moulds. Aflatoxin B₁ produced from the mould *Aspergillus flavus* is a liver carcinogen. Eating rye or oats infected by a mould affects the central nervous system as well as the peripheral vascular system.

Some virus carriers (hepatitis A, Norwalk agent and Rotavirus) are shelf fish and shelf fish salads, raw fruits and vegetables, raw milk are some of the.

For most food-borne diseases, a small proportion of the cases comes to the notice of health services. It is believed that in industrial countries less than 10% of cases are reported and in developing countries the percentage is less than 1% of the total cases. For industrialized countries the reported cases are about 350 times less than real ones for certain diseases. Annually some 1 500 million episodes of diarrhea occur in children under 5 years of age and of them over 3 million die as a result. About 70% of diarrhea episodes may be food-borne and the others are mainly from contaminated water. Various pathogens have been identified as a cause of this disease but *E. coli* causes up to 25% for infants and children.

In recent years the annual incidents of food-borne disease range from 10% to 30% of the population, including in industrialized countries. Infections from *E. coli* 0157:H7 have been reported in Australia, Canada, Japan, USA and many European countries.

In 1996 in Japan, 6 309 school children and 92 school staff members were affected from *E. coli* 0157:H7. The outbreak resulted in two deaths. In Scotland for three months (1996/1997) 400 people were affected and 20 elderly people died.

Hepatitis A is a common food-borne disease all over the world and some 10-50 persons per 100 000 are affected annually. An epidemic of shelf fish borne hepatitis A in China in 1988 affected some 292 000 persons with 32 fatalities. Many cases of hepatitis A are known to be restaurant-estimated.

Apart from the acute effects, food-borne diseases may cause serious and chronic health problems. Some food-borne infections may lead to chronic conditions such as joint disease, immune system disorders, cardiovascular disease, renal system disorders and possibly even cancer.

The infective dose for *Salmonella* is 50-60 cells per 1 g in contaminated chocolate but less than 10 cells per 1 g in Cheddar cheese. For most pathogens higher numbers are required to cause illness. In the case of toxicogenic bacteria, at least 10⁵ number cells per 1 g or 1 ml can produce significant toxins in food to cause illness.

Industrially produced food causes a very small portion of food-borne diseases.

Macrobiological aspects of food safety

A large number of pathogenic organisms such as protozoa, viruses and helminth worm etc., may gain access to foods and enter the body of humans and animals to cause a well-defined

disease. Some of them are as follows:

Cestodes are flatworm, tapform parasites which enter the organism with underprocessed meat and fish. They can be destroyed by cooking at over 60⁰C or storing for 10-15 days at -15⁰C.

Nematodes cause trichinosis in man. These parasites can be killed of meat by treatment at over 77⁰C or after 30 days at -15⁰C, or 20 days at -23⁰C, or 12 days at -29⁰C, but after 56 days at -6,7⁰C.

Trematodes are a large number of parasites, which cause disease in man. Their larvae are in fish and can be destroyed for 15 min at 50⁰C.

Protozoa are the cause of the disease known as toxoplasmosis, which is located in the brain and different tissues, including the skeletal muscles.

Infections due to helminths are a worldwide public health problem which mainly affects the developing countries. Askaroids are estimated to affect some 1000 million people. Trematodits such as *Clonorchis spp.*, *Fasciola spp.*, *Opisthorchis spp.* etc., infect some 40 million particularly in Asia, Africa and Latin America.

Chemical aspects of food safety

Natural toxicants, antinutrients and allergents

Natural toxicants in foods may have adverse or toxic effects if the food is consumed in larger quantities but the amounts normally present in foods are usually harmless. Such are the cases when: potatoes become green which indicates that the toxic alkaloids solanins are synthesized; neurotoxic poisoning; honey produced from bees feeding on rhododendron etc. Normal potatoes contain about 7 mg of solanin in 100 g. Potato poisoning is very rare but there is information that 78 boys were affected, 17 of whom were admitted to the hospital due to fever and circulatory collapse and three of them showed symptoms of neurological disturbance and hallucination. Some of the potatoes were found to contain 33 mg solanin per 100 g.

There are consumers who are abnormally sensitive to wheat gluten (celiac disease), broad beans (favism disease) or are allergic to a particular food, e. g. cheese reaction.

Several sea water fish from the Pacific Ocean and the Caribbean Sea have been reported to cause food poisoning, producing acute neuromuscular disorder with weakness and sensory changes.

A large number of fish species are poisonous, some always whereas others at certain periods of the year.

Some compounds naturally present in food can act as antinutritional factors by preventing the absorption of vitamins or by destroying them in the gut. Pulses contain toxicants such as cyanogens, hemagglutinins, saponins, favism agents etc. Cereals and potatoes may contain protease inhibitors which can reduce protein digestion. There are such inhibitors in soya bean. By heating soya bean at 100⁰C and a higher water content, these inhibitors will be destroyed. Spinach and asparagus contain saponins. Most foods contain proteins that may act as allergens in sensitive individuals. The oxalic acid content of rhubarb, spinach and beet may cause poisoning in some individuals.

An “allergy” to foods or food additives or beverages may cause a wide range of distressing physical and psychological problems and chronic disabling diseases. A detailed account of allergic phenomena classified about 400 diseases associated with foods.

Cow's milk protein intolerance causes intestinal damage with malabsorption. This can also occur with soya, chicken, rice, fish and egg intolerance. Lactose is milk sugar. In the absence of the specific enzyme, the consumption of milk, in some groups of people, may produce diarrhea and abnormal pain.

Food additives and chemicals formed during food processing

Mutagens and carcinogens are produced during grilling, roasting or frying meat, fish, potatoes and other foods.

The intentional additives used in food processing are considered safe by the food authorities. The standards of safety are rather strict, for pure synthetic chemicals used in foods, even more strict than for some substances which present naturally in foods.

Residues of agricultural and veterinary chemicals and drugs

Several chemicals such as fertilizers, pesticides, insecticides, fungicides and bactericides, and also growth hormones are used during the production of plant crops to increase the yields and to extend the postharvest life of many products but significant quantities of their residues may be found in the food products. This is also valid for the drugs and hormones used in veterinary practice.

Pollutants from food packaging materials

Some problems arise from plastic food packaging materials which contain added chemicals, soluble in water or oils and fats.

Industrial problems

Industrial accidents are common in many technological societies. For example, a fire-retardant chemical was once delivered to the feed mill instead of a mineral nutrient preparation, magnesium oxide. Over 30 000 cattle, 1 500 000 chickens, 4 600 000 eggs, 400 hogs and thousands of pounds of cheese and also a lot of ducks and pheasants were contaminated. The "cooking oil" incident caused the deaths of 259 people and made over 20 000 seriously ill. An enterprising firm had incorporated denatured rapeseed oil intended for industrial use and reprocessed it for human use in order to have a higher economic benefit.

The World Health Organization Golden Rules for Safe Food Preparation

These rules are:

- 1) Choose foods processed safely;
- 2) Certain foods eaten raw (fruits, vegetables, etc.) need thorough washing;
- 3) Cook food thoroughly;
- 4) Eat cooked food immediately;
- 5) Store cooked foods carefully;
- 6) Reheat cooked foods thoroughly;
- 7) Avoid contact between raw and cooked foods;
- 8) Wash hands repeatedly;
- 9) Keep all kitchen surfaces meticulously clean;
- 10) Protect foods from insects, rodents;
- 11) Use pure water.

Why consumers have lost confidence in the food industry?

The consumers' level of confidence in food producers is too low because of two factors: practical experience and common sense. The first factor includes the witnessing of contradictory messages from authority persons in the industry, the governments and scientific advisers, including seeing products withdrawn from the market following safety problems; the witnessing of environment pollution by food producers or of exploitation of vulnerable work force; the overzealous marketing of dubious products and even the occasional revelations of corruption and wrongdoing by members of the food industry.

The seller's motives differ from those of the purchasers. The seller requires a good rate of return on the capital and awareness of the competitors on the market. The purchasers may ask for simple, safe and wholesome food but the seller is concerned with minimizing the production costs, maximizing the market share and continually creating consumer demand.

The consumers feel that the aims of food producers and sellers are in conflict with the consumers' interests concerning health and the family budget.

Consumers distrust additives. In a 1988 review of 299 additives other than flavoring, 25 had been found to pose a chronic hazard to public health. Another good example of distrust is the genetically engineered food products.

Economic and social impacts of food contamination

The economic and social consequences of food contamination can be catastrophic for countries with limited resources. Food-borne diseases cause loss of income and manpower and also medical care costs.

A lot of food has to be rejected if the contamination exceeds the permitted limits. The country's bad reputation may cause a decrease in trade and in tourism.

The epidemic of cholera in Latin America (1991) started from Peru and the country lost about 700 million. The tourism industry was also affected.

Conclusions

All information on the current status of the food safety problem demonstrates that the food safety principle "from the farm to the fork" is not yet implemented throughout the food chain. That is why the CCN project's philosophy provides a reason for the food and eating pyramid perfection. This idea has been demonstrated in fig. 1, which indicates that food safety is the primary future of the food pyramid. All food included in the food pyramid should be "filtered" through the food safety criteria. One way of achieving this is by acquainting consumer citizens with the food safety criteria so that they could make responsible decisions concerning nutritive and safe foods. The basis for this new awareness could be created by providing consumer citizens with adequate training in food safety criteria.

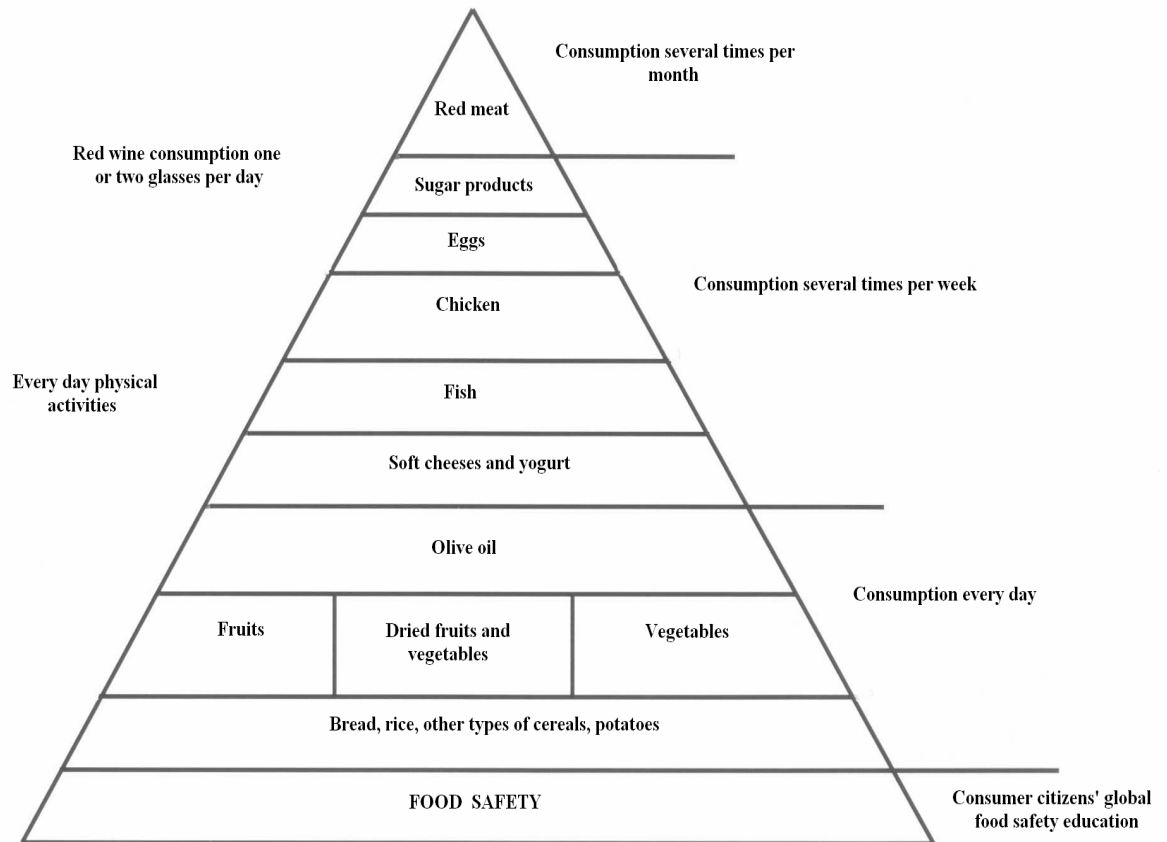


Fig. 1: Food pyramid valid for the Mediterranean region supplemented with food safety criterion

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5. Global solidarity and consumer citizenship

Science and values as complementary foundations for consumer citizenship

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The achievement of sustainable development requires both major changes in consumption in the North and addressing poverty in the South. Consumer citizenship is fundamental to the European contribution to more sustainable development, both through modifying excessive consumption, and through creating awareness of the wider social, economic and environmental impacts of that consumption. These impacts are largely demonstrated through scientific evidence and statistics, requiring a larger role for science in consumer education. The scientific approach should be used by every enlightened consumer: thinking in terms of process, cause and effect, experiment and analysis, can help to guide consumption and lifestyle choices. Yet science without values leads to unsustainable materialism. Science and values (including culture, religion, and other forms of spirituality) are two complementary knowledge systems that provide the foundation for consumer citizenship, and both should be part of any educational programme. Scientific evidence, when properly interpreted in a framework of values, can be a powerful motivating force for changes in behaviour. Values for sustainability, such as justice, moderation and solidarity, can themselves be rationally justified. The coming UN Decade on Education for Sustainable Development (2005-2014) will provide an opportunity for widespread efforts to build consumer citizenship in support of sustainable development.

Making choices of ethical consumption: factors that can affect patterns of political consumerism besides specific consumers attitudes and orientations

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Political consumerism refers to the fact that people, as consumers purchasing their goods, makes choices of producers and products based on a variety of ethical and political considerations (Stolle, Hooge, Micheletti, 2003)

In many of the studies concerning political consumerism much of the focus is posed on consumers' responsibilities of making ethical choices and theories of social capital and reflexive modernisations has been used in order to understand the reasons why consumers, as individuals, engage themselves or not in praxis of ethical consumption.

Although these approaches offer a valuable understanding of the conditions that at individual level are relevant in promoting or hindering ethical choices, they tend not to consider other factors that both at cultural and at structural level can make these choices possible.

Basing my consideration mainly on the experience of a two years European project on trust in food, I'll discuss the relevance of these factors referring in particular to the role played by the market system, the political tradition and public authorities.

As a matter of fact choices of political consumption can hardly be made if ethical products are not available on the market. At that respect ethical consumption and ethical production/ sales can be seen as two faces of the same coin. *I cannot prepare pancakes with eggs from free-range hens if I do not find them in the shops.* Of course it is possible not to buy eggs at all.

That implies however a level of mobilisation that is probably too much demanding for most part of consumers, doing their shopping in the context of their everyday life.

A high degree of availability of products is therefore a prerequisite in order to make responsible choices in the market arena. Moreover, as Micheletti suggests, the presence of alternative products in the market, by itself, can promote new forms of awareness in ordinary consumers, increasing the potential of ethical consumption.

The experience of fair trade products in Norway offers an example of the relevance of availability: since a retailer chain has started to merchandise Max Havelaar products seriously (making them available in each shop of the chain and easy visible), the sales have been constantly increasing, contrasting the statement expressed by other market's actors that Norwegians consumers wouldn't be interested in purchasing them.

Another important aspect related to political consumerism is to which degree the market has been traditionally perceived as an arena for expressing ethical/political options. This aspect refers to the civil culture of particular countries and communities and to the role played by associations, committees and NGO's in promoting campaigns and initiatives in the market arena.

While in some countries, as for example Norway, ethical questions related to consumption has been mostly addressed towards public institutions, demanding them to take initiative towards markets actors, in other countries, with a different political tradition, grass roots movements have addressed themselves more directly towards the market, as in form of boycotts and open contestation, or have actively involved themselves in the creation of alternative forms of production and commercialisation of ethical products (as in the case of the world shops for fair trade).

The relation between civil society and the market is therefore an important variable in understanding patterns of political consumerism, as it indicates the propensity expressing political orientations both at collective and individual level through practices of consumption.

Finally, there is the aspect of how ethical products are recognised by consumers when they do their shopping. In some instances the particular relation established between the producer and the consumer, as for example in the one to one relation bypasses the problem of recognition. In many instances, however, especially when products are widely available in the market in conventional forms of distribution, products become identifiable through labelling.

The labelling system implies not only that consumers know that label and its meaning, but requires also consumers' trust in the accountability of labels and of the certification system that is behind them. Do they really tell the truth? Is it such that Brazilian coffee producers get a better earning? That hens had a better life? Hence the importance of the institutionalisation of trust through the role of public institutions and national and international regulation.

As often ethical products are more expensive than conventional ones, the perception that the purchase is worthwhile is extremely important. This consideration leads indeed to another relevant aspect related to who should bear the costs of ethical consumption: is this a cost that consumers have to bear alone?

Global solidarity or global apartheid? The environmental footprints of uneven global consumption. *Jørgen Klein, Assistant Professor, Hedmark University College, Norway.*

The main question of the Global Solidarity thematic group is: *What contributions can the European consumer citizen make towards the eradication of poverty in the world?* This presentation will address the important aspects of uneven global consumption, its ecological

footprints and consequences for sustainable development. The presentation will show how 'over-consumption' of resources in the North creates one set of environmental problems (e.g. global warming), while 'under-consumption' of resources in the south creates another set of environmental problems (e.g. land degradation/ loss of biodiversity). The presentation will focus on how these problems are inter-woven in the global economic structure, and that they should be approached as two outcomes of the same economic process; resource extraction from south to north. In this context a theoretical framework called *third world political ecology* will be introduced. The presentation will also show how these aspects can be addressed didactically in teacher education and schools, and how western consumers can act within this system.

What contributions can the European consumer citizen make towards the eradication of poverty in the world?

Hermínia Pedro, Professor Coordinator of Department of Science, Lisbon School of Education, Portugal

A teacher education programme took place in Luanda, Angola, during two weeks in November 2003. This programme resulted from a protocol celebrated between the Angola Ministry of Education and a International Consulting firm and the Lisbon School of Education. We were 6 teachers from different areas: psychology, Mathematics, Portuguese, Integrated Sciences and Fine Arts. 125 trainees were involved in the programme representing all 18 provinces of Angola and different scientific areas.

As tutor for the Integrated Sciences area I passed a questionnaire to the 24 trainees in my group regarding the priorities they felt were urgently needed. All were unanimous in their answer – their principal need is for information materials. These materials must be written and basic equipments because most of them in the interior regions have not even a school building but just gather round a tree and obviously don't have access to electricity. So the needs are for books and text books in portuguese, paper, pencils, pens, erasers etc. In answer to the question "how can we help ...What contributions can the European consumer citizen make towards the eradication of poverty in the world?"

We think the biggest help would be helping to provide these materials and pay for the transport of these materials which is very expensive. As we are going back in July 2004 we had the idea of taking with us 18 kits with these materials and handing them to the trainees to take back with them to their provinces.

The Role of Cross-cultural Education in the Development of Student's Cultural Identity as a Moral Value

Prof. Inese Jurgena, Teacher Training and Educational Management Academy, Riga, Latvia

The article is devoted to the development of student's cultural identity as an ethical and moral value in the process of cross-cultural education. This issue is dealt with bearing in mind Latvia's accession to the European Union and active involvement in its social and educational processes as well as the uniform labour market, which has emphasized the need to acquire and consolidate the common European moral values.

It has to be noted that in the EU "White Paper" the necessity to promote the European cultural diversity and mobility among various cultures is regarded as one of the most important tasks of education facilitating adaptation to the modern world.

The purpose of the article is to analyse the role of moral values in the process of cross-cultural education, where both the student's cultural identity and moral values are formed.

The process of the formation of cultural identity in Latvian schools takes place with the help of a wide range of pedagogical means - diverse forms of interactive methods.

In the present article, it is intended to clarify the major factors determining the formation of cultural identity and its interconnection with the development of student's moral values. The article focuses on the need to develop new European reference-points of moral values in the global integration process of the world cultures as well as the readiness of an individual to observe these reference-points in the creative formation of the future.

The strategic role of cross-cultural education manifests itself as the development of students' personality being aware of the content of moral values, including the significance of cultural identity, and being ready and able to use these values in the manifestation of their personal liberty, self-actualization, and interaction with other people.

The better individuals understand other people, the higher developed is the ethical capacity of their personality, the better they will be able to appreciate their belonging to Europe and their own cultural identity at the same time.

The assumption offered for the discussion is that moral values can be formed successfully in the cross-cultural educational process while developing both student's inter-cultural communicative competence and the aggregate of attitudes, knowledge, and skills.

Internationalisation in education. *Michael Joris, International Development Manager, Asociation Katholieke Universiteit Leuven, Belgium*

Internationalisation is to be introduced as an integrated and synergetic ingredient of the education systems because of the need to create permanent awareness and understanding, to change the mind-frames and to provide instruments to students and teachers.

It is a vital part in the development to become active consumer citizens.

Therefore the transformation of the individual from "Local" to "Cosmopolitan" as defined by Gouldner, Merton and Hannerz is to be encouraged. Where "Local" represents parochial attitudes, causing e.g. stagnation, "Cosmopolitan" aims at the broader contexts. The terms "Local" and "Cosmopolitan" are used in a number of meanings ranging from pure consumerism to international citizenship. Political, social and cultural involvement are at the core of this development.

Internationalisation, regionalisation, and glocalisation are not just political issues, they are the consequence of the new media and ICT, which have become avant-garde and rather unsuspected tools in the process.

In an educational environment internationalisation is a development engine in four major areas: political, cultural, development of the human potential and structural development. This should be a constant factor, rather than a coincidental one. Internationalisation at Home (IaH) is to be introduced on every level. IaH is the term coined by Bengt Nilsson and takes the internationalisation process beyond mere mobility and focuses on six target areas: curriculum transformation, campus diversity and international students, context of international higher education, management and institutional changes, teaching and classroom and the use of the internet and ICT. IaH is one of the major assets in educational change to turn people from locals into cosmopolitans and therefore helps form active consumer citizens.

Preservation of soil fauna biodiversity – still undervalued in education for sustainable development. *Joanna Kostecka, University of Rzeszow, Poland*

The general knowledge about the soil fauna biodiversity is very poor. Why we have to convince the public of its importance? How to make soil an issue of general interest so that it

results in an increased care for the creatures living in it? We should introduce a variety of projects connected with environmental education and didactic work with people of different age groups and different professions: kindergarten children, primary school pupils, high school and university students, farmers, agricultural advisors and teachers. We should popularise the meaning of protozoan, earthworms, enchytraeids, mites, spiders, soil insects and other soil animals, to farmers and pupils of local schools. Promotion of the knowledge about the influence of soil fauna on the soil fertility is important, because the preservation of soil fauna biodiversity is still not enough appreciated in activities for sustainable development.

By giving a short description of soil animals and their role in the food chain, paper aims at the popularisation of these issues. The author also wants to show how, in practice, soil animals can be used in solving ecological and agricultural problems. In this way she wants to prove that, even if we know very little about the soil fauna, it deserves preservation as it can turn out highly useful in the nearest future.

As a member of Polish Subcommittee of ISO (Soil Biology Commission in Warsaw) the author also presents the present state of the commission's work on creation of unified standards for studying the tolerance of soil animals to pollution resulting from human industrial and urban practices.

Conservation of soil biodiversity cannot wait. The aim of this paper is to challenge soil biologists, governments and environmental bodies to include the soil biota in national strategies for conservation and sustainable use of biodiversity.

Survey about global solidarity among university students, *Dana Volkunova*

123 third year students of Faculty of Commerce at University of Economics Bratislava in Slovakia were engaged in the survey. They were given a self-administered questionnaire.

The survey purpose was to find out how students

- understand the term "Global Solidarity"
- what their attitude to mutual aid is
- who needs aid these days
- who should extend aid
- whether they have ever aided someone and how

5. Global solidarity and consumer citizenship

Science and values as complementary foundations for consumer citizenship.

*Arthur Lyon Dahl, International Environment Forum and Consultant Adviser, UNEP
Geneva, Switzerland*

The achievement of sustainable development requires both major changes in consumption in the North and addressing poverty in the South. Consumer citizenship is fundamental to the European contribution to more sustainable development, both through modifying excessive consumption, and through creating awareness of the wider social, economic and environmental impacts of that consumption. These impacts are largely demonstrated through scientific evidence and statistics, requiring a larger role for science in consumer education. The scientific approach should be used by every enlightened consumer: thinking in terms of process, cause and effect, experiment and analysis, can help to guide consumption and lifestyle choices. Yet science without values leads to unsustainable materialism. Science and values (including culture, religion, and other forms of spirituality) are two complementary knowledge systems that provide the foundation for consumer citizenship, and both should be part of any educational programme. Scientific evidence, when properly interpreted in a framework of values, can be a powerful motivating force for changes in behaviour. Values for sustainability, such as justice, moderation and solidarity, can themselves be rationally justified. The coming UN Decade on Education for Sustainable Development (2005-2014) will provide an opportunity for widespread efforts to build consumer citizenship in support of sustainable development.

Introduction

Despite repeated commitments at the highest levels since the 1992 Earth Summit, the world has not advanced very far towards sustainable development. The environment continues to degrade globally (UNEP 2002). A significant proportion of the world population continues to live in extreme poverty, and the gap between rich and poor within and between nations continues to widen. The signs of social and cultural decay even in the most industrialized countries, and the rise of fanaticisms of various sorts, are symptoms of the increasing stress in an unsustainable world system.

It is not scientific understanding or resources that are lacking. What is missing is political will at the governmental level, and a willingness to change behaviour and lifestyles at the individual level. To achieve sustainable development in the North, the populations of industrial countries must change their patterns of consumption. Poverty reduction in the South will require a significant shift in resources, reinforced by improved governance and empowerment at the local level in order to accelerate progress towards the Millennium Development Goals.

Consumer citizenship is fundamental to the European contribution to more sustainable development, both through modifying excessive consumption, and through creating awareness of the wider social, economic and environmental impacts of that consumption. The present educational system has failed to prepare the citizens of Europe for the fundamental

changes that would allow European society to shift from an unsustainable trajectory towards a more sustainable one. As the keynote talks in this conference have pointed out, we need a more fundamental change than anything attempted to date, bringing together both science and values. This paper explores the roles of these two as complementary foundations for any programme of consumer citizenship.

Science

The role of science has too often been neglected in consumer education. Science is perceived by the public as a complex body of technical knowledge divorced from practical everyday concerns. Yet the environmental, social and economic impacts of unsustainable development are largely demonstrated through scientific evidence and statistics. Everyone uses an indicator like GDP (Gross Domestic Product) even though it is in fact a very poor indicator of development. Unemployment statistics make news headlines. Environmental impacts are reflected in hectares of natural forest lost to development, levels of greenhouse gases in the atmosphere, and concentrations of pesticides in foodstuffs. It is possible to define indicators for many aspects of sustainable development (Moldan et al. 1997), and these can in turn build public awareness. Yet a basic scientific literacy is necessary to understand and respond to such information, requiring a larger role for science in consumer education.

There is also a tendency in Europe to leave scientific issues to the specialists. This may be convenient for a bureaucracy that does not want the public to make life difficult for it, or that prefers to cover up problems. It does, however, exclude the public from significant debates of direct concern to their health and welfare. Indirectly, it also bars their access to scientific knowledge that might motivate changes in their consumer behaviour.

Even more than basic scientific literacy, the scientific approach should be used by every enlightened consumer. There is no reason why the scientific method should be restricted to technical experts with advanced degrees, or should require a complex vocabulary of specialist terms. The basic approaches of science are accessible to everyone if they are taught in the right way. Learning to think in terms of process can give people the means to understand the dynamics of natural and human systems. The principles of cause and effect can help a consumer to understand the consequences of his or her actions and purchases. There is even wide scope for the public to undertake its own experiments, say on the performance of various consumer products, and to analyse the results as a guide consumption and lifestyle choices.

This is not just true for the inhabitants of wealthy countries. The poor can also benefit from access to science and technology, as it can empower them to innovate and explore their own paths to development. Traditional cultures are rich in knowledge acquired by careful observations of the environment over generations, processes inherent in the scientific method. However because the information may be understood and interpreted in another intellectual and spiritual framework, it has often been labelled magic or superstition by missionaries, colonial administrators and teachers, and subjected to active efforts to discredit or stamp it out (Dahl, 1989).

Values

More scientific knowledge of pollution levels, resource depletion and future environmental trends can be powerful arguments for changes in consumption. However science by itself is not enough. As our present industrialized society demonstrates, science without values leads

to unsustainable materialism. Science and values (including culture, religion, and other forms of spirituality) are two complementary knowledge systems that provide the foundation for consumer citizenship, and both should be part of any educational programme. The present educational systems in Europe tend to exclude religion and other sources of values from the curriculum. If humanity is acknowledged at all to have a spiritual as well as material dimension, this may only be with reference to past ages and foreign cultures. While there may be good historical reasons for this, the gross ethical failures regularly uncovered in business and politics suggest that this exclusion is itself causing fundamental damage to society. One goal of education should be to help each individual to build her or his value system. This would not only help to form more discriminating consumers, but would also help to guard against fanaticisms and other forms of extremism that threaten society today.

Values are the basic determinants of social interactions. If a person is prejudiced, he will not want to build relationships with those outside his framework of acceptance, resulting in a reduction in social capacity or potential. Whereas in biological terms, evolution is driven by mutations in the genetic code that change the information stored there and may open new potentials for adaptation and progression, social evolution is driven by changes in the basic rules by which society operates as encoded in its values. Consumer citizenship inevitably has a significant ethical component, and changes in consumer behaviour must be founded in an appropriate set of values such as justice, moderation and solidarity.

Integrating science and values

The challenge for Europe is to find ways to integrate science and values in its educational systems. This should include ways to discuss religion and spirituality objectively and without proselytizing, allowing each individual to investigate truth independently. Religion can be explored with the rational tools of science, just as science can be judged within moral and ethical frameworks, recognizing their complementarity.

Scientific evidence, when properly interpreted in a framework of values, can be a powerful motivating force for changes in behaviour. This should be at the heart of education for consumer citizenship. An agreement on essential values for sustainability such as justice and moderation can also lead to questioning the basic assumptions of Western material civilization, such as Adam Smith's invisible hand of self-interest, that are at the heart of many unsustainable characteristics of the present economic system (Dahl, 1996).

Ethical concepts and values for sustainability, such as justice, moderation and solidarity, can also be rationally justified. Changing consumption requires sacrifices, but people will not sacrifice if they suffer the costs and someone else benefits. Justice is an essential prerequisite to cooperation in the common good. Moderation in consumption is necessary to stay within environmental limits. A lack of solidarity may lead ultimately to terrorist action.

Integration can also come through the wider use of systems thinking and information theory, which can help to demonstrate the behaviour of complex social and environmental systems, and to show how values operate to modify the functioning of such systems (Dahl, 1996)

The coming UN Decade on Education for Sustainable Development (2005-2014) will provide an opportunity for widespread efforts to build consumer citizenship in support of sustainable development. The International Environment Forum held a conference in Florida in December 2003 to assist North American communities to plan activities for the decade,

including many facets of consumer citizenship (<http://www.bcca.org/ief/conf7.htm>). It is time to start stimulating the development of similar national programmes in Europe, bringing many organizations into partnership. Such partnerships should include not only educational, scientific and consumer organizations, but also the faith-based organizations that can contribute to a deeper consideration of values. As a variety of inter-faith activities have demonstrated over a decade or more, sustainable development is an area where all the religions agree on the ethical principles concerned. It will take some courage in the European context to open a dialogue with religious groups, but they can also be powerful advocates for consumer citizenship.

In conclusion, changing consumption patterns in Europe will only accelerate if scientific and value-based approaches are combined in educational programmes. Given the threatening crises in the years ahead from our unsustainable lifestyles, do we have any other choice?

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Making choices of ethical consumption

Factors that can affect patterns of political consumerism beside specific consumers' attitudes and orientations.

1. New movements and new awareness towards products of consumption

In recent years there has been an increasing attention towards forms of consumption defined as *political consumerism* (Micheletti, 2003). Political consumerism refers to the fact that people, as consumers purchasing their goods, makes choices of producers and products based on a variety of ethical and political considerations (Stolle, Hooge, Micheletti, 2003). To make use of the market arena with explicit political goals is not indeed a new phenomenon. Boycotts in order to show protest and determine economic loss towards specific targets recurrently appears in our historical tradition whereas promoting alternative forms of production and consumption that could contrast with the capitalistic hegemony has been an important aspect in the experience of the socialist movement.

There are however some aspects of contemporary political consumerism that make it a new phenomenon in need of further investigation and analysis. Political consumerism has been linked with the emerging of new forms of mobilisation that have been defined as "new social movements" (Melucci, 1989). Characteristics of this type of mobilisation is the embeddedness with individual experience and the fact that, these movements tend to arise around the problematic knots of modern life; they indicate conflicts and challenges, sending a "message" that others may hear (Melucci, 1996), leaving footprints that others may follow (Micheletti, 2003). Differently from forms of mobilisation related to the classical conflict capital/labour that implied a strong organisation and codified criteria of participation, new movements are instead open and loose, adapt to forms of participations that much respond to the fragmentation of modern life. Micheletti defines this type of mobilisation as "individualised collective action" (Micheletti, 2003), stressing further the micro-macro link that characterises this type of social action.

Given these characteristics it is not difficult to understand why consumption has become an important arena for these forms of political participation, as it offers plenty of opportunities to connect political and ethical attitudes with everyday praxis.

Buying a package of fair trade coffee illustrates this form of participation: it indicates contrariety to a model of development that exploits human beings in other parts of the world and expresses concrete solidarity; moreover by the fact that, generally, ethical products are more expensive than conventional ones, the willingness of paying more can be considered as a "threshold" for participation, a way for giving visibility and consistency to this experience.

Studies of political consumerism tend to focus on **consumers primarily as citizens**, regarding forms of ethical consumptions as dependent to variables that are generally related to political participation (Stolle, Hooge, Micheletti, 2003). Although these approaches offer a valuable understanding of important aspects promoting or hindering ethical choices it seems however to me that they tend to neglect other important aspects related to this phenomenon, in particular the ones more strictly connected to patterns of consumption and to the market structure (**citizens as consumers**), but also how, traditionally, forms of contestation and representation of interests have been shaped.

As a matter of fact choices of political consumption can hardly be made if ethical products are not available in the market. Although I do not want to underestimate the capability of consumers in promoting changes, it is important to observe the influence of “the power relation between producers and consumers, mediated by the market” (Harvey, 2002), in generating the conditions for new demands. This relation of power can be rather different at local as well as international level and in this paper I’d discuss its impact in terms of availability of ethical products in the market.

Another important aspect related to political consumerism is to which degree the market is perceived as a main arena for expressing ethical/political options. This aspect, related to the way responsibility for important issue is socially constructed and divided, refers to the civil culture of particular countries and communities and to the role played by associations, committees and NGO’s in promoting campaigns and initiatives directly in the market arena or, instead, in exerting a pressure towards public institutional actors.

While in some countries, grassroots movements have addressed themselves more directly towards the market, as in form of boycotts and open contestation (Vogel, 1978, Gabriel and Lang, 1995), or have actively involved themselves in the creation of alternative forms of production and commercialisation of ethical products (Reynolds, 2002; Renard, 2003), in others ethical questions related to consumption have been part of traditional forms of policy making.

Basing my consideration mainly on the experience of a two years European project¹, I’ll discuss the relevance of these factors referring in particular to the case of Norway and to ethical choices concerning food. Fair trade, animal welfare and organic products will be used as examples in order to illustrate the factors framing the opportunities for Norwegian consumers to make “responsible choices”.

2. Shopping ethical meals. Not an easy task for ordinary Norwegian consumers.

It is half past three in the afternoon and I’m running out of my office. I have to fetch the children in time from school, do the everyday shopping, prepare a meal and, finally, take them to football training. I live in the suburbs of Oslo, with only one shop at walking distance. The shop is part of a low price chain, with a quite depressing assortment of products: two types of apples at the most, pre-packaged minced meat, frozen fish. Organic milk came just some month ago, but it is difficult to find it on regular basis. Deliberately I ask sometimes about fair trade coffee having the feeling of being regarded as a fuss maker. I buy at least a bottle of green soap, pay at the counter and go home thinking that I should definitely try to stop in an other shop next time. But would I ever have the time?

Everyday shopping is shaped by the rhythm of everyday routines. The accessibility of shops represents an important factor in guiding choices (Lavik, 2000; Norad, 2003). This implies that the food I’m going to serve on my table will be to a some degree dependent on the opportunities I find in my closest grocery shop.

In Norway four retailers’ chains covers 99% of the market, among them “discount shops” had, in 2001, almost 50% of the sales volume (Lavik, Jacobsen and Stand, 2003).

¹ The Trust in food project has been funded the European Commission’s Fifth Framework Programme, 2002-2004. Contract No. QLK1-CT-2001-00291, and by the Norwegian Research Council. In this paper I’ll refer to qualitative interviews done with markets actors and associations on the theme of ethics and social division of responsibility.

As indicated also by a recent survey it is in two of these types of shops that Norwegian mostly do their everyday shopping (Norad, 2003), where choices are particularly limited. If this is true for most of the conventional products, it becomes even more evident in the case of alternative products, as for example fair trade or organic products. Accordingly to data from Max Havelaar², for example, one of these discount chain was not selling even the most sold of fair trade products: coffee. Observing the offer of organic products (that only recently has started to come out from the network of specialised shops) the limitation of choice is also evident. A recent survey indicates that just 42% of the shops of this chain had organic milk and only 25% had other kind of products³.

This implies that if I'm one of those Norwegian that do most of their everyday shopping in this shop, my possibility to "meet" ethical products is drastically reduced. Moreover, if we consider the theory expressed by Miller and Micheletti that the presence of ethical products can initiate forms of political consumerism (as it promotes forms of reflexivity on consumers confronted with new products), it is clear that it is difficult to get a "positive circle" started.

As a reasons for this limited offer its is said that the concept of the discount chain is to sell the products that most consumers buy. Organic and fair trade products are not, simply, among them.

The perception of ethical product as marginal and really not worth too much effort is not, however, a tendency limited to discount retailers. It appears, instead, an approach shared by other actors. As an other retailer commented "*although it is our policy to have this kind of products, we have difficulties in having them in the shops, as manager do not want them, as they have difficulties in being sold, they occupy place, they go out of date*" and, referring specifically to fair trade products, it was said that: "*we do not think that it is something that we can use actively in order to improve our market position*". And resistances towards ethical products emerges definitely also among producers: "*In order to be politically correct retailers may have some organic products down there in the corner, just to get some peace. It is the same for us also....*"

Farmers owned cooperatives are a dominant actor of the agricultural system, having almost the monopoly in the production of milk and a prevalent position in sectors as meat and poultry. In a situation where cooperatives had not to face any real fear form competitors (given also the high custom tariffs established to protect internal production), efforts for innovation and differentiation have been negligible and issues like animal welfare or organic production have been regarded with suspicious, representing a potential threat to the conventional, mainstream, production.

"The reason is quite simple –said an informant from an animal welfare organisation - Most of producers are conventional producers and farmers own the cooperatives. So they would damage themselves if they should promote something that most of them do not producers. One of the most significant problem of the cooperative system, seen from the animal welfare perspective, is that they have stop development, they have limited an healthy competition, and they have limited the consumers' opportunities for ethical products".

The conditions described above had as result that "bulk production" has been the predominant feature of the Norwegian food system, with producers and manufactures relying on

² Max Havelaar –web side (22nd January).

³ Data published in Nationen, 18th July 2003, pg.4.

standardised products that best fit in the structure of the retailing system. This systematic lack of alternatives, according to my opinion, can be seen as a main cause in hindering the possibility for consumers to build up a reflexive attitude towards food products. Referring to the lacking of presence of organic products in the market one of our informants commented that *“It is the classical question between the egg and the. What comes first: have products to be in markets in order for consumers to buy them or it is rather a demand from consumers’ side that makes producers/retailers to produce and offer them?”*

At that respect Hardly argues that the *“chicken-and-egg impasse”* can be overcome if *“the poles of supply and demand are brought together”* (Harvey, 2002). The Norwegian experience of Max Havelaar seems indeed to offer an example of this type of approach, where pressure from organised consumers, and initiative from market actors interested in profile themselves as an alternative to the standardized offer, have contributed to the presence of this produce in the Norwegian market, which is steadily increasing. During the year 2003 the sale of coffee has increased by 28%, tea by 145%, orange juice of 30% and bananas by 96%⁴

Ethical products mean certainly something for a number of persons – Says a manager of the chain - How large is this group is difficult to say. But we have introduced some products, we cooperate with Max Havelaar and we are trying to increase the sale volume. We get to people that have other values than just price and quality. I do not know how many people think that this is decisive (for making their choices) but we had a steady increase both for coffee and bananas, but also for tea and orange juice. We have discussed things with Max Havelaar and we have worked systematically from one product to the other. We have given the products a visible place, in particular for coffee. But they are not subsidised products; we take the same margin as for others. These products must manage the competition. **Are consumers that, at the end, make choices.**

3. The social division of responsibility for ethical food

The consideration above referring to whom, ultimately, makes choices, lead us to another important aspect related to political consumerism: how the social division of responsibility regarding this issue is constructed, which are the main point of discussion, which are the main actors involved.

As we have already noted political consumerism is situated along the intersection between politics and the market, between forms of mobilisation and forms of consumption. For this

⁴ Data referring to the sale of Max Havelaar products in the “NorgesGruppen” Retailer Chain.

reason a plurality of aspects have to be taken into consideration: from patterns of policy making to forms of participation and involvement, but also how questions related to consumption have traditionally be dealt with and how are responsibilities allocated.

Norwegians show a positive attitude towards their country and institutions. According to the data of the "Value survey" Norwegians are among the most satisfied of their political system and the ones with higher level of trust both towards institutions and towards other citizens (Norris, 1999; Inglehart, 1999). The building of a welfare state society has been one primal goal of the governments lead by the Labour Party that from the '30 up to the 80s have lead the country. Norway is often quoted as an example of a corporative system (Norby. 1995) where the articulated interests present in the society are composed following aims of consensus instead of open confrontation, with public institutions having a main role in mediating among these different interests. Public authorities intervention is generally expected in order to solve problems, regulate areas where conflicts may arise, promote initiatives.

This pattern is present also in the food sector, where, traditionally, public authorities had a main role in promoting nutritional policies, safety standard and market regulation. Consumer protection has been an aspect of Norwegian policy since the '30s when the first consumers institutions, as the Consumers' Council has been established.

Responsibility for food, (its being safe, nutritious and of satisfying quality), is allocated by public authorities with a high degree of consensus (Terragni, 2004) and with a high level of trust (Popper and Kjærnes, 2003; Terragni, Torjusen, 2003). Although episodes of contestation had and do happen, it is questionable to say that the market have been an arena where explicitly exercise form of protest or where to promote innovative forms of relation between producers and consumers.

An example of this can be seen in the substantial failure of the experience of the fair trade shops (world shops) that, contrary to other countries, have never become a significant experience in Norway. According to the EFTA report "there is now no single big fair trade importer in Norway. Some shops, like *"alternative handel" in Bergen have also closed. Others opted to go for different products and leave fair trade market*" (EFTA, 2001 pg.45). Representatives of civil society, more than taking direct action in the market arena, seem to rely most on their capability to exercise pressure on public authorities, seen , ultimately, as the main responsible for intervention, as indicated by the following argumentations.

" (...) Animal welfare is a typical issue where it is important that the State takes responsibility (..). It is too much an important problem for living it to the accidentally of the market and price related issues. Public authorities have a responsibility, also because for a normal consumer it almost impossible to direct himself in the jungle of different labels (...) you really have to be a conscious consumer for managing that. In addition, I think that it is completely wrong to let transformations being determined by the willingness of paying more of a small

group of consumers. As a matter of fact we have chosen politicians because they should give us forms of protection in our society and I mean that an essential task for them is to assure common values as for example ethics, without leaving it entirely to consumers”.

Considering the material of our study, the question of responsibility for ethics seems actually to face a **mismatch problem**, with markets actors not taking direct responsibility but indicating instead consumers as the main responsible, and consumers’ that, instead, tend to look at public initiatives that can promote forms of ethical consumption. The latter, from their side, have not until recently been particularly concerned with ethical questions. New trends are however emerging, as the Ministry of Agriculture, for example, has started a program in order to promote organic production and animal welfare. The fact that these initiatives are aimed to satisfy consumers preferences and values is however doubtful, being instead the main reason to find forms of support to the agriculture sector allowed in the frame of the WTO agreement.

Political consumerism seems to find itself be in a “grey area” where there is uncertainty about whom should have responsibility and where relevant stakeholders have not, up to now, make of ethics a criterion of differentiation, or a main issues for public campaign.

Conclusions

In this paper I have used the Norwegian case in order to illustrate some factors that, independently by individual orientations, can have an impact on patterns of political consumerism. Although the relevance of consumers as an actor capable of producing change is not questioned, I suggest that the opportunities for consumers to exert they agency (Barnes, 2000) may be rather different in different context. Studies concerned with political consumerism tend to focus on consumers as citizens, assuming this as a main dimension in guiding choice of consumption. As indicated also by Hakier (1999) an analysis of political consumerism should focus also on citizens as consumers, paying attention to the variables that affects patterns of everyday shopping (Granow and Warde, 2001) and the institutionalisation of consumers (Hakier, Holm and Møhl, 2003).

In the table that follows I have tried to indicate some of the main variable related to these dimension.

Synthesis of the main factors that can affect patters of political consumerism at micro and macro level	
Consumers as citizens	Citizens as consumer
<ul style="list-style-type: none"> ▪ Attitude to consider consumption as an arena where to make ethical choices 	<ul style="list-style-type: none"> ▪ Shopping and consumption routines and habits ▪ Availability of products ▪ Cost of products ▪ Quality of the products

<ul style="list-style-type: none"> ▪ Civil, political culture ▪ Role of non-profit organisation in the market arena ▪ Role of market actors in promoting structural and cultural change ▪ Organisation of interests ▪ Trust in institutions (political) 	<ul style="list-style-type: none"> ▪ International regulation ▪ Tariff policies at national level ▪ Labelling, process, certification ▪ Market structure and accessibility for new actors/products ▪ Trust in institutions
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The combination of these different variables can produce different kinds of scenarios, of which I'd like to mention at least three. The case of Norway can be regarded as an example where a number of conditions, pertaining both the consumers as citizens and the citizens as consumers have limited the opportunity –up to now- for ethical questions to become a relevant issue. Other countries like the Anglo-Saxon ones seem instead to benefit of situation where there is a reciprocal influence of these two dimensions that increments the opportunity for exercise forms of political consumerism. Finally, another situation, represented for example by the Italian case, is the one where ethical form of consumption (in particular fair trade) has developed as alternative to the conventional market respond both to the characteristic of the Italian political culture but also to praxis related to shopping.

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Global solidarity or global apartheid? The environmental footprints of uneven global consumption.

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Introduction

“The environmental crises we confront have many causes. They include poverty, negligence and greed—but above all, failures of governance.”

Kofi Annan, Millennium Report

The main question is: *What contributions can the European consumer citizen make towards the eradication of poverty in the world?* This presentation will address the important aspects of uneven global consumption, its ecological footprints and consequences for sustainable development. The presentation will focus on how ‘over-consumption’ of resources in the North creates such global environmental problems as enhanced greenhouse effect and loss of biodiversity, while poverty and ‘under-consumption’ of resources in the south create another set of environmental problems such as land degradation, deforestation and desertification, which again contributes to biodiversity erosion. The presentation highlights how these problems are inter-woven in the global economic structure, and that they should be approached as two outcomes of the same economic process; resource extraction from south to north.

Ecological Footprints (EF) is a measure of the consumption of renewable natural resources by human populations. According to the WWF’s Living Planet Report (2002) the ecological footprint of an average African or Asian consumer was less than 1.4 hectares per person in 1999, the average western Europeans footprint was about 5 hectares, and the average North American was 9,6 hectares. In 1999 the EF of the world average consumer was 2,3 hectares per person, or 20 % above the world’s biological capacity of 1.9 hectares per person. According to WWF future projections based on likely scenarios of population growth, economic growth and technological change, EF is likely to grow 200% of the earth’s biological capacity by the year 2050. For a visualisation of ecological footprints see maps and statistics on: <http://www.globalis.no/?840>

These figures make it obvious that the limits to what our ecological system can carry are being challenged. The most pivotal global environmental problems we are facing are depletion of the ozone layer, enhanced greenhouse effect, and loss of biological diversity. To deal with these problems the world society faces great difficulties. One of the biggest problems in international environmental matters is the lack of superiority and control over global resources. The ozone layer, a stable climate in the atmosphere and the world heritage of biological diversity can be classified as resources belonging to the entire human kind in which no one has the right to overexploit. These resources can be termed as *commons*⁵ on a global scale and must be dealt with in that manner. Gareth Hardin (1968) describes in his now classical *The tragedy of the commons* how unregulated common resources tend to be

⁵ Commons can be defined in a variety of ways for instance; *resources for which exclusion is difficult; are needed by all but whose productivity is diffuse rather than concentrated; jointly-used resources whose use by one person may subtract from the welfare of the next, and which are thus potentially subject to crowding, depletion and degradation.* (The Ecologist, 1993, p. 8)

overexploited when the actors have free and unlimited access to the resource and the costs of deterioration are widely spread. During the sixties and seventies people became aware that our global environment is not unlimited and that regulations need to be established so that we can avoid a global tragedy of the commons which will affect every living creature on this planet.

North-South issues and environmental problems

The world is very broadly divided into a rich north and a poor south. These two parts of the world generates different environmental problems as a result of uneven economic development. In the rich north one can argue that the biggest problem is a very high level of economic development (overdevelopment?), which is based on mass consumption of goods and services. This has the effect that these countries occupy and consume a large proportion of the world's resources and produce a large proportion of the polluting emissions to air and water. At this point in history one can say that the problem of enhanced greenhouse effect and depletion of the ozone layer are caused by the lifestyle and mass consumption in the countries of the north.

This addresses the problem of over-consumption of global resources. However, the problems in the less developed southern part of the world are entirely different than the ones of the developed north. In the south the biggest environmental problems are due to lack of economic development which again contributes to various forms of land degradation such as deforestation and soil erosion. Bearing in mind that between 50-90% of the world's biological diversity exists in tropical forests, one can assume that a formidable threat to biodiversity is poverty and underdevelopment in the south. The capitalist world system with a privileged over-consuming North and a poverty stricken South has been described as the global version of the now abandoned Apartheid system of South-Africa (For more on global apartheid see Eriksen 1998, Bond 2001, Alexander 1996)

According to much of the mainstream environmental writings poor people are forced to deplete resources to survive and this degradation of the environment further impoverishes them. When this reinforcing downward spiral becomes extreme, poor people have to move in increasing numbers to ecologically fragile lands. This puts further pressure on the ecosystems that constitute the threatened biological diversity in which people are dependent. Based on this thinking technological solutions such as modernisation, privatisation and birth control are the most important measures to hamper poverty and environmental degradation in the south.

This way of thinking about poverty and environmental degradation is convenient for the prevailing neo-liberal economic paradigm that dominates thinking among policy-makers in the North. The blame is mainly put on the poor and deprived for their own situation.

Political ecology

However, another analysis of the causes and effects of poverty and environmental degradation might be applied. An emerging theoretical framework called *third world political ecology* addresses these issues from another perspective. The political ecology approach aims at linking environmental consideration into theories of regional growth and decline. The concerns of ecology are combined with a broadly defined political economy which encompasses the constantly shifting dialectic between society and land-based resources (Blaikie & Brookfield 1987). Greenberg and Park (1994: 1) state that the two theoretical thrusts that have had most influence on political ecology are:

'... *political economy, with its insistence on the need to link distribution of power with productive activity, and ecological analysis with its broader visions of bio-environmental relationships.*' (Greenberg and Park 1994: 1)

Political ecology focuses on the context of local history and locally specific ecologies set in a regional, national and global framework. By drawing on historical and structural explanation for poverty and environmental degradation, political ecology usually joins analysis of place-based aspects such as deforestation, desertification and soil erosion to *non*-place-based factors such as economic structures and international discourses. Thus it is an interdisciplinary theoretical framework more than a coherent theory. Table 1 (modified from Bryant, 2001) captures the most prominent tenants of political ecology and shows how it has evolved during the past 30 years. The most important change that has occurred is the shift from a neo-Marxist to a post-Marxist phase where feminist literature and discourse analysis play a more significant role.

	Early political ecology	New political ecology
Period	70s and 80s	90s and →
Theoretical referent	Marxism Dependency theory	Feminist theory Foucauldian discourse Post-structuralism
Critique	Neo-Malthusianism	Neo-Marxism Neo-Malthusianism
References	Blaikie (1985) O'Brian (1985)	Peluso (1992) Escobar (1996)

Table 1. Political ecology

Political ecology leans on the established field of Dependency theory which explains how economic surplus appropriates from South to North; how centre-periphery relations leave the third world subordinate and disabled; and how 'the development of underdevelopment' is a part of the global economic capitalist system (Potter et al 2004). Political ecology takes the economic analysis of the dependency school further and shows how the economic underdevelopment of the south is at the basis of environmental degradation in this part of the world. This way a link between over-consumption in the north and environmental problems in the south is established, and the global ecological problems can be treated as the outcome of one process - the global capitalist system. Figure 1 shows how surplus profits flow from the periphery to the metropole via a network of local and regional satellites.

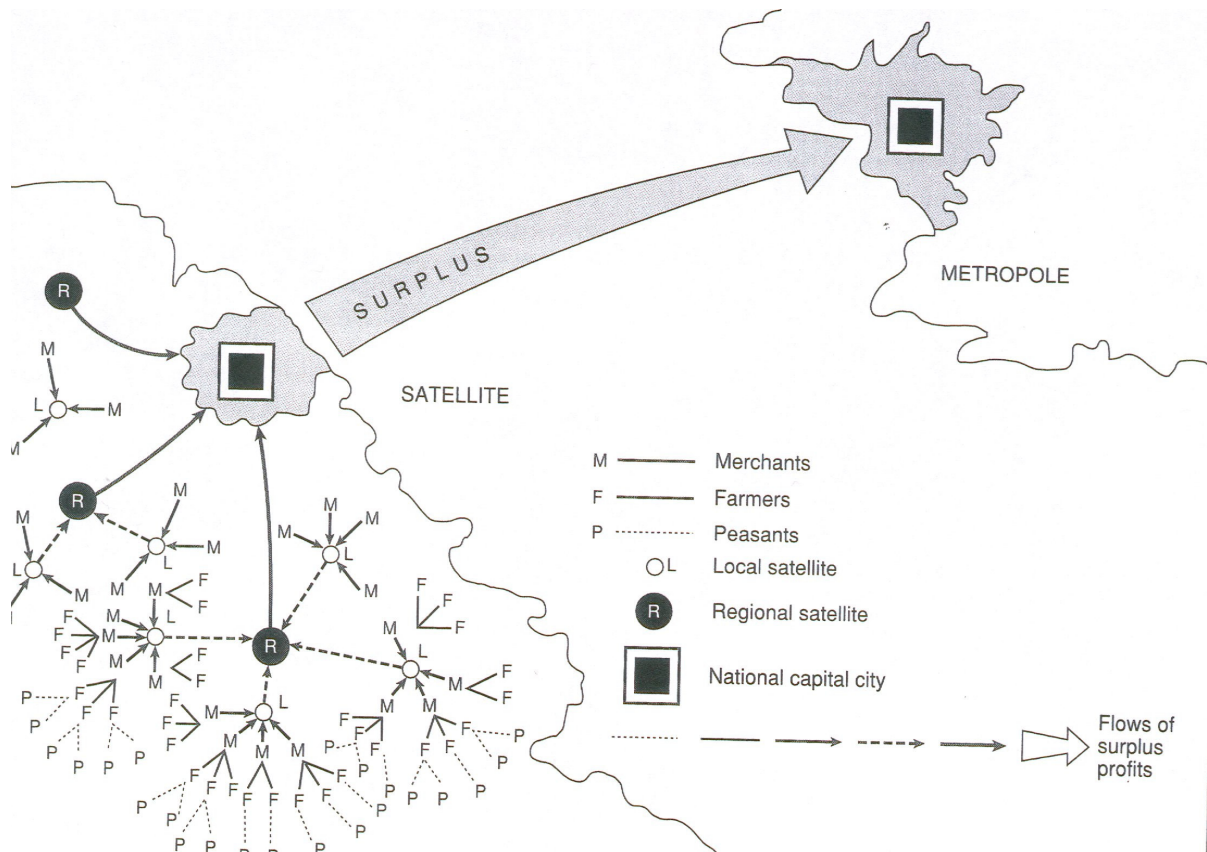


Figure 1. Dependency theory (Potter et al 2004)

Scholars employing political ecology approaches apply this thinking, and in addition to resource extraction from the periphery to the centre they focus on how impulses from the global and national level impinge on the local level, with special reference to how they impact on the local ecology. One example of how this process works is through 'structural adjustment programmes' and their local implication. Structural adjustment programmes were forced upon many African states from the beginning of the eighties by the International Monetary Fund and the World Bank. Along with cuts in tariff barriers, devaluation of currency, and cuts in public spendings, this implied emphasis on the production of cash-crops as a way to pay off debts to the donor countries. However, these dictates may have a wide range of effects on the local environment, ranging from soil-erosion caused by single-strand cropping to falling commodity prices for raw materials, which again may threaten food security among rural people.(see for instance Blaikie 1995). Figure 2 shows how the ecology is affected by impulses at a wide range of levels from the global to the local.

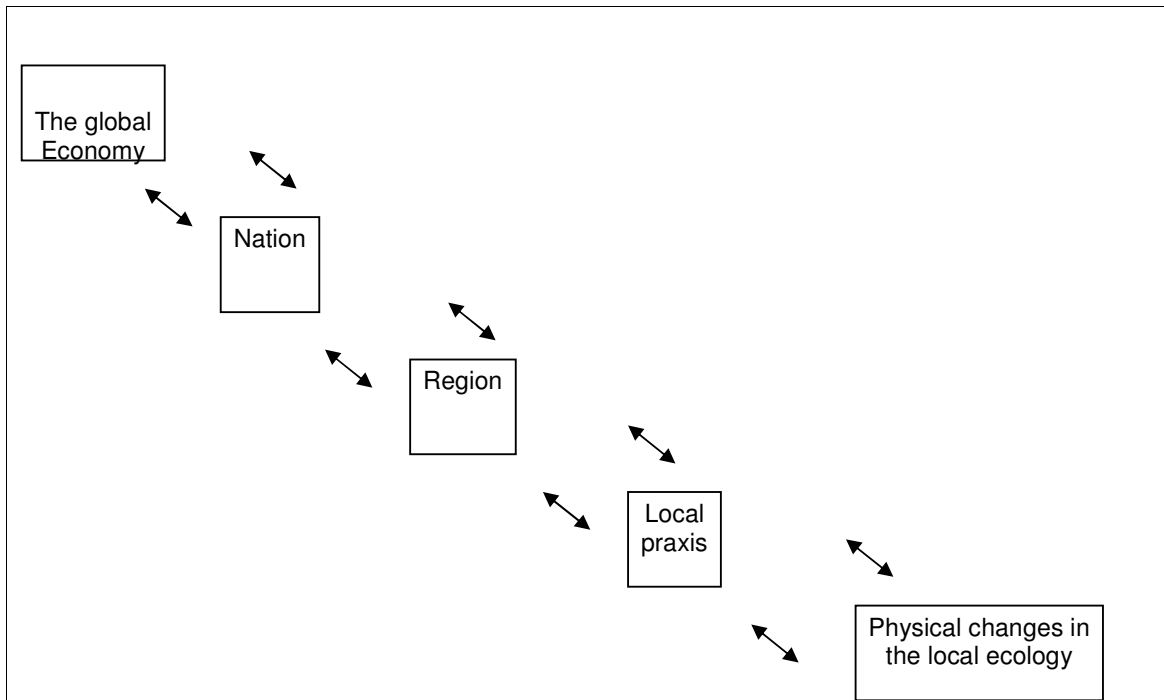


Figure 2. The chain of explanations in political ecology

The sustainable development discourse vs political ecology

The reason for introducing the political ecology framework at this CCN conference is to contribute with a critical perspective against the ‘business-as-usual’ thinking that dominates much global policy making.

The sustainable development discourse as described in the WCED (1987) and further highlighted at the UN conference on Environment and Development in Rio 1992, focused on the mutual interests of environmental and economic goals. Environmental problems could be resolved by technical solutions, market mechanisms or through coordinated actions of the international community (Berkhout et al 2003). This could be recognised as a programme for ‘business as usual’, serving the economic interests of those already in power. What this discourse failed to address was the critique from political economy and dependency theory that many of the environmental problems in poor countries were rooted in the inequalities that the very same economic system produces. While sustainable development emphasises poverty and population growth as reasons for environmental degradation in the south (WCED 1987), it only superficially addresses the structural reasons for poverty. Sustainable development sees these problems as a result of internal causes, and thus its solutions can be sought in a modernisation theory framework. This is very close to the actions proposed by the Bretton-woods institutions which are heavily influenced by neo-liberal thinking. Political ecology provides a counter discourse to the business-as-usual thinking of the ‘sustainable development’ discourse. In this view external historical and structural causes of poverty and the negative social and environmental effects of neo-liberal policies are highlighted.

It seems fairly obvious that some people benefit from cheap raw materials and low wages in developing countries; the interests of the rich countries are not the same as the interests of the poor ones. Hence a conflict analysis as provided by political ecology seems more appropriate if one really wants to grasp the complex issues of global environmental problems.

The way ahead

At the World Summit on Sustainable Development in Johannesburg, 2002, it was recognised that poverty eradication, changing consumption and production patterns, and protecting and managing the natural resource base are essential to obtaining sustainable development. Further it was pointed out that the divide between the rich and the poor countries is increasing and poses a major threat to global sustainability. However, how this challenge should be met is more uncertain. The call for strengthening multilateralism, the reconciliation of environment and trade regimes, and strengthening the UN Charter and international law is the most direct answer (UN 2002). This is not an easy task. Especially when the world's dominating economic ideology is the 'Washington consensus' of neo-liberalism. Within this frame of thinking economic growth both in North and South is essential; otherwise the whole economic system will collapse. The central question remains: can the ecological system cope with extended economic growth in the already over-consuming developed part of the world?

According to the 'sustainable development discourse' we are all in the same boat. Are we really? If so, then maybe it is the third world which is doing the rowing while those from the North are just sailing carelessly along?

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The Role of Cross-cultural Education in the Development of Student's Cultural Identity as a Moral Value

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1. The Development of Cultural Identity in Latvia.

Historically, the Latvian society has never been a mono-cultural formation. Having experienced various social and political changes in the previous century and the resulting waves of migration, Latvia and its educational system has entered the 21st century as a polarized society both culturally and educationally. Compared to other European countries, Latvia is characterized as a state with the highest percentage of ethnic minorities (about 50%).

Due to the present-day complicated geopolitical and ethno-demographic situation in Latvia, a long-term language policy corresponding both to the principal directions of educational and cultural policy and the conditions for Latvia's accession to the European Union is needed. Important preconditions for the development of the language policy are the adoption of the main laws concerning the linguistic policy in the European Union and its member states, as well as the study of the linguistic situation and the current socio-linguistic processes in Latvia.

As the linguistic situation is directly dependent on political, economic, and psychological factors, it is characterized by a constant changeability and development. Sociolinguistic processes are particularly active in a transition society where new political and economic conditions lead to the changes in the language hierarchy.

Generally, the principal EU guidelines concerning multilingualism and preservation of languages are clear: languages are values; they constitute the wealth of Europe, the basis for both national and European identity (Haarman, 1995).

The knowledge of two or more languages should become a norm in Latvia in the nearest future. It has to be noted that a considerable part of the Latvian population is already multilingual.

The individual multilingualism of the Latvian population is mainly determined by historical factors. Several minority languages and the German language are mainly spoken by the older generation. A large percentage of the representatives of the older generation in the Polish, Lithuanian, and Byelorussian minority groups speak other languages. In contrast, English is spoken by the younger generation in all ethnic groups.

1.1. The Concept of Cultural Identity and its Content.

Socio-cultural and ethnic processes taking place in Latvia have brought the problem of cultural identity of a personality as a moral value to the centre of public attention in Latvia. Its solution is based on four strategies: assimilation, separation, marginalization, and integration (Berry et al., 1992, : 71). In the contemporary world, the main cultural paradigm is focused on the dialogue, and the strategy of integration is a guarantee for the solution of social and ethnic problems in the Latvian multicultural society. This also implies a balance between a positive ethno-cultural identity and ethno-cultural tolerance.

The formation of cultural identity is based on the cultural transmission at two levels. The first one is constituted by the family and ethnic environment. The second one includes the increasing level of education, including the role of mass media in the formation of the cultural identity of various groups. The leading role in the formation of cultural identity is played by education.

In view of the fact that “culture is a unity of knowledge, senses, communication, and creative activity” (Shiyanov, 199: 81), modern pedagogy uses several approaches for the development of cultural identity. One of them is the formation of the multicultural learning environment. The development of students’ cultural identity in the multilingual learning process stimulates the development of their personalities. Being aware of the values of his or her own culture, an individual is ready and able to be involved in the cross-cultural dialogue.

The acquisition of cultural values is the common unifying element for all the ethnic communities living in the territory of Latvia.

In the meta-language of didactics this can be defined as the discovery of common values (content of education) that takes place in the dialogue mode: history - present, culture - culture, student - student, student - teacher (didactic principle), in the cooperative learning (organizational form) by means of communication (the form of exchanging cultural values). All the involved parties benefit from this process. Thus, acquisition of knowledge about some other culture is the best opportunity for the formation of cultural identity.

The polyphonic system of contemporary culture stimulates an individual to find the basic integrating element forming style, tradition, behavioral models, and the unity of academic and literary discourse. The dialogue, with its elements of equality and partnership, becomes the main balancing element determining the perception of the unity of the world. In the dialogue, each person and each separate culture can be heard and understood (Taylor, 1994: 66). To a certain extent, this statement reflects the double-sided task of education. On the one hand, it is to reveal the unique features of a personality. On the other hand, the skills and abilities necessary for communicating in the present-day multicultural world have to be developed.

In the transition towards the EU, it is very important to develop such moral values of a personality as ideology-free constructive thinking, recognition of the existence of many truths, respect towards a person with a different opinion, tolerance to the unknown. It has to be pointed out that the socio-cultural tendencies of the educational process also correlate with the topical educational problem in Latvia – that of developing student’s cultural openness which would allow them to integrate in the European multicultural processes.

In the present article, the term cultural openness refers to the personality features characterizing the need and readiness of an individual to understand and accept the rich multicultural world; it stimulates various modes of individual self-expression and diverse forms of self-actualization (Declaration, 1995). The analysis of the models of global and multicultural education in the academic literature has made it possible to single out the components of cultural openness which provide the possibility for the development of a personality within the context of the policy of multilingualism in Latvia

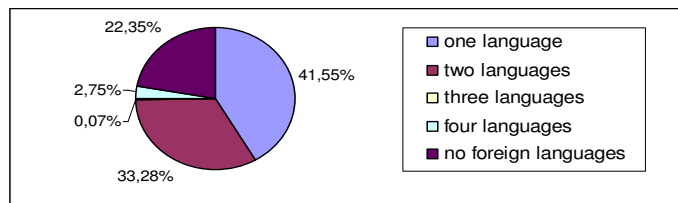
- 1) Knowledge, understanding, ability to analyze and interpret the universal features of culture, the concepts and meanings characteristic to each culture, the forms of expressing universal human ideas characteristic to any culture in its historical and global context;
- 2) Knowledge, understanding, ability to analyze and interpret similarities and differences in various customs and cultural traditions;
- 3) awareness of the fact that there exists an infinite variety of views, customs, and habits in the world;
- 4) tolerant attitude to other people irrespective of their ethnic, national, or cultural origin;
- 5) Recognition of the values of other cultures, readiness and ability to accept cultural differences emotionally;
- 6) Need and ability to conduct an intercultural dialogue, e.g., to achieve mutual understanding and compromise among different points of view by means of explanation and persuasion without applying pressure. (Heffe, 1991: 16-28; Henvi, 1994; Hantington, 1994).

Our hypothesis is that the development of student's cultural identity and cultural tolerance will present manifold opportunities for the development of a personality by means of the implementation of a multi-language policy in Latvian schools

2. The Development of Student's Cultural Identity in Latvian School Practice.

When analyzing the formation of cultural identity in Latvian school practice, it is important to bear in mind that the cross-cultural dialogue depends to large extent on the knowledge of foreign languages. Therefore, it is necessary to carry out the analysis of the current situation in foreign language learning in Latvian schools. The following chart shows the situation concerning foreign language learning in the academic year 1999/2000.

Chart 1. The percentage of students learning foreign languages in general secondary schools in Latvia in the academic year 1999/2000.



The chart demonstrates that the majority of students in Latvian schools study one foreign language (41.55%), and a large number of students do not take foreign languages at all (22.35%). The range of languages taught in Latvian schools has changed considerably in recent years. Apart from English, German, French, and Russian, traditionally taught in Latvian schools, more and more people study Swedish, Japanese, Italian, Spanish, and other languages.

Compared to the previous years, the number of English and French language learners has increased: English 54.61% - 72.06%; French 1.07% - 1.24%. In contrast, there has been a decline in the number of the Russian language learners: 27.24% - 23.65%. The number of German language learners remained at approximately the same level for four

academic years (21.81% - 21.77%), but it fell slightly in the last year of the research – 20.6%.

The list of the other foreign languages taught in Latvian schools has remained unchanged, and the number of students acquiring them is very small, e.g. Italian – 0.001%, Swedish – 0.19%. The analysis of the statistics given above leads to a conclusion that the acquisition of many languages by one student marks a new step in the language policy in Latvia. In the period when Latvia is getting ready for accession to the EU, there have been created favorable conditions for the acquisition of foreign languages and for the development of cultural openness and cultural identity of a personality. Within the framework of the European language policy, the acquisition of many languages has become a reality and a topical issue in the Latvian schools.

2.1. The Multilanguage Acquisition Process within the Practical Implementation of Cultural Identity in Latvia.

In order to stimulate the learning process oriented to the cultural identity as a moral value, the socio-cultural model of learning is used in Latvia. The theoretical principles of this model, in which the unity and variety of languages and cultures have been emphasized, lie at the basis of curricula design in foreign languages. The content of the curricula provides the basic skills for the usage of foreign languages and stimulates the development of learners' social experience at the same time.

The socio-cultural approach to the language learning also involves the self-development of a personality by means of the socialization process. As a result, student's socio-cultural competence is formed, which involves a lot of opportunities for the development of cultural identity.

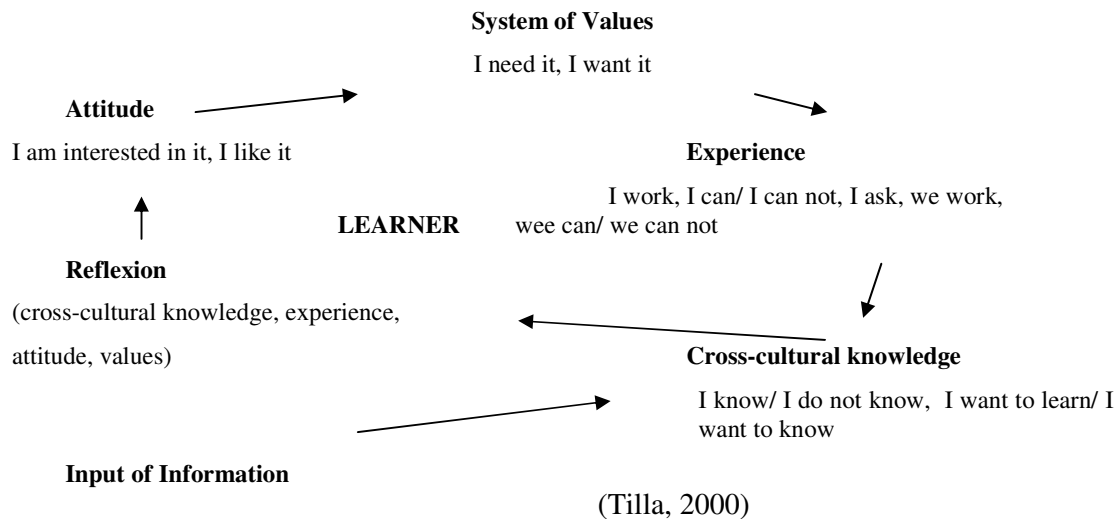
Student's socio-cultural competence is an ability based on knowledge, experience, values, and attitudes that manifests itself as a readiness to function in the versatile world. The modular-based German language curricula used in Latvia are particularly interesting in this respect. The curricula include several cyclic components: thematic, textual, grammatical, lexical, exercises and activities, intercultural and socio-cultural knowledge, cooperative and individual forms of learning. The model of socio-cultural learning is designed and implemented in the cooperation of teachers and students. It involves several processes, e.g. obtaining information, integrated development of language skills, ability to cooperate and learn individually.

The learning process offered by the curricula stimulates the development of learner's personality in many ways. Its methodology is based on several theories, e.g. the theory of integrated activities, the interaction of the personality development with cultural environment, etc.

It has to be pointed out that in the present-day information society where the amount of information is increasing dramatically, it is important to use foreign languages as a means of student's self-development, cooperation, and coexistence in the multicultural world. The development of cultural identity in the process of foreign language learning closely interacts with the development of student's personality.

The following scheme shows learner's progress from the pedagogical aim to the results of the learning process.

Scheme 1. Learner's progress from the pedagogical aim to the results of learning
(acquisition of the second foreign language).



Scheme 1 demonstrates that in the process of learning students select the items of the curriculum which correspond to their needs and interests. As a result, their motivation in the learning process increases. In the curricula, there is a possibility to choose topics, texts, cross-cultural and socio-cultural elements. The students can decide themselves what topics they want to get information about. It does not matter what lexical material students work with. It is important that they acquire cross-cultural values, socio-cultural knowledge and skills, as well as develop the system of values in the learning process.

When getting information about their peers living in other countries and comparing it with their personal experience, obtaining knowledge about common and distinctive elements in various cultures and languages, students develop a more tolerant attitude towards otherness. Thus, any topic acquires a cross-cultural dimension.

At the secondary school level, students' interests have globalized, their intellectual abilities have been perfected, and their needs have differentiated. The students acquire the experience of socio-cultural learning by choosing various topics, kinds of texts, using language for obtaining socio-cultural information, as well as or identification, comparison, and evaluation of information. This learning process also includes a specific socio-cultural dimension. The students develop a certain attitude to themselves and their own culture and towards others and their culture. They acquire the language both in cooperative forms of learning and individually, by activating their background knowledge, seeking, selecting, and choosing the informational materials and means of expressing their thoughts in cooperative activities. Besides, the students have to evaluate the success of learning and their personal development. They also have to repeat the learning tasks if it is necessary.

The first tasks in a curriculum unit are those activating the learners' background knowledge. This process is very important as each student has certain learning strategies, skills, and experience. They have been acquired when learning both the native language and the first foreign language. The students are also encouraged to use the experience they have acquired while using the Internet, communicating by e-mail, watching TV, etc. The next phase contains tasks where the students are required to use language for obtaining new information from pictures and photographs (visual sources) by listening and reading (simultaneously and sequentially). The students have to process the information by structuring the text, marking, recognizing international words, etc. This is followed by the tasks training students to select and arrange information (making tables, filling forms), as well as

communicate the information further (speaking, listening, reading, and communicating visual information - charts, collages, comments).

In performing language activities, the students are also encouraged to use the issues they have encountered in learning other subjects and in social situations. The acquisition of the second foreign language starts with cooperative forms of learning and continues individually. In the acquisition of the third foreign language cooperative learning predominates.

The next step is the evaluation phase. The students have to check whether they have understood the learning material and are able to perform all the tasks independently. By choosing a certain topic within a broader thematic area, planning and doing the tasks independently, the students evaluate not only the obtained information, but also the process of learning itself. Thus, the socio-cultural competence of a personality is the goal of learning the second and the third foreign language. It is an ability based on socio-cultural knowledge, experience, attitude, and values, which manifests itself as a readiness for action.

The implementation of the socio-cultural approach in teaching foreign languages in Latvian schools has created an opportunity to enrich students' personalities in terms of their cultural identity to a great extent. It has been achieved by developing their skills to analyze and interpret the universal elements of culture, by building up tolerance and the ability to conduct a cross-cultural dialogue. Thus, the development of student's personality is also promoted in the process of foreign language learning.

Consequently, the strategic role of cross-cultural education manifests itself as the development of students' personality being aware of the content of moral values, including the significance of cultural identity, and being ready and able to use these values in the manifestation of their personal liberty, self-actualization, and interaction with other people.

The better students understand other people, the higher developed is the ethical capacity of their personality, the better they will be able to appreciate their belonging to Europe and their own cultural identity as well.

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Internationalisation in education

Convert students and teachers from locals into cosmopolitans, internationalise schools by internationalisation at home.

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Shifting Identities?

How do we identify ourselves, how do we identify other people, and how do we perceive our relationship with the world? With the term “perceive” we mean: “*to attain awareness and understanding of*”. To use an easy image, basically we are the hub, the core of a number of concentric circles, and each of these concentric circles, pretty much like it is the case with an onion, adds another layer to our personal identification and our world, bringing along opportunities, chances, rights and responsibilities. The problem, however, is that many people do not (or cannot) identify with a number of these layers, they do not seem to be able to get in touch with their whole world. This is very regrettable, and especially so in the post-cold-war world which is being globalised at full throttle causing many disturbing dilemmas, contradictions and in the end, balanced choices which have to be made.

And there is another issue; people tend not to cope very well with change, especially if these societal and therefore personal transformations happen rapidly. This is not only true for individual persons; it is also the case for whole societies all over the globe. We are even witnessing the tragic problems of traditional societies that cannot follow the evolution and that cannot adapt to the changes. A good description in the two-lane evolution in the societies can be found in Thomas Friedman’s book on globalisation: “*The Lexus versus the Olive Tree*”, though maybe expressing a little too much the American point of view.

Also interesting to note is that political approaches per se do not offer adequate answers. Power shifts have become evident in the last few years, with the real power going to (international) economy and science, the globalised media and, locally, the judicial forces that sanction new behaviour in a new society. In his latest book, “*Over Politiek*”, the Flemish sociologist Luc Huyse writes about the most recent developments in society and politics and it is his conclusion that politicians who operate within a mere regional or national layer or circle, no longer can exert any real influence on the society they work for. Macro systems have taken over. Until recently the consensus was that our politicians, who no longer could live up to the status of “statesmanship”, were acting as “fire-fighters”, rather, or as “plumbers”. Now, Huyse says, they are turning into weather boys and girls, who only can tell the general public what is going on and maybe they can do a bit of precarious forecasting. But again, they no longer wield the power to have any real influence on what is coming or even on what is happening; like it is the case with the weather. To name but a few examples: international virtual money that travels 24 hours a day, and the ecological problems Kyoto would want us to patch up.

But then, societies will change, they always have, and what our society now needs is grassroot systems to educate and train the people and turn them into conscious consumers and citizens of this rapidly changing world. As consumers we make use of what our society has to offer us, but as citizens we are made responsible for that same society. This is not a straightforward and uncomplicated task, and our society must provide tools and instruments for the people to become conscious consumer citizens. Not only here, in the West, but this is certainly also the

case for the societies in the East and South. The question may rise whether we already live in the frightening “Global Village” Marshall McLuhan predicted, or even a European variety of it. It is certainly moving that way and for the EU there is a major challenge in helping the new countries, where the system changes must be experienced as even faster and presumably with consequences that are more far-reaching than what we are experiencing in Western Europe.

Awareness: a Little Knowledge is Dangerous Thing

The ancient Greek “Know thyself” still holds true, and you can only begin this process by becoming aware of a number of things. Awareness building is therefore of major importance, and sets us a very important task. Since awareness building should be an integral part of our education we are going to look at the question how internationalisation as a tool is to be introduced throughout our educational system. This might prove more difficult than one would imagine. And the saying rightly goes that a little knowledge is a dangerous thing, so we must make sure that the competencies we want to obtain will be thoroughly defined and structured.

The educational system in many countries is not just a system in which knowledge and competencies is transferred; in a number of countries is an institution for “socialisation”, integration, assimilation and nation building even, just think of the models in the USA or France. Many education systems tend to focus on the knowledge factor, and on the system of their traditional local society. In religion-related schools (political or spiritual), there is a third leg, the ideology or religious educational project.

Internationalisation needs to be introduced as an integrated and synergetic ingredient of the education systems, though, because of the need to create permanent consciousness and understanding, to change the mind-frames and to provide instruments to students and teachers. This means internationalising the schools. It will be a vital part in the development to create active consumer citizens. Therefore the transformation process of the individual from “Local” to “Cosmopolitan” as defined by Gouldner, Merton and Hannerz is to be encouraged. Where “Local” represents rather parochial attitudes, causing provincialism and stagnation amongst other things, the “Cosmopolitan” will be inspired by the broader contexts. The terms “Local” and “Cosmopolitan” are used intuitively in a number of meanings influenced by the contexts they are used in. Political, social and cultural involvements are at the core of this development.

In a managerial context the term is used to describe two types of employees. The “local” one is someone who completely identifies with his position in the organisation, rather than with his whole personality or being. Let us illustrate this by means of an example. Someone who read law at university is employed by a school where he or she teaches a number of courses. Someone in a “local” mind-frame will then identify himself as a teacher and define his tasks - and to some extent even his personality- solely as teaching and working in a school environment. These people then tend to get out of touch with the professional and scientific development outside the classroom. They will often be dedicated teachers, but they also have a propensity to be very conservative and cause their organisation to lose contact with what is happening outside the organisation. They do not look for evolution, growth or even inspiration. They withdraw, into the innermost of the concentric circles that define them. It is clear that in a learning organisation one just cannot afford to have too many of these “Locals”. “Cosmopolitans”, on the other hand, do not merely identify with job descriptions or mission statements. They will look over the fence and embrace new developments. The risk even might exist that they set goals outside these “inner circles” and eventually make their way to

greener pastures and leave the organisation. All in all a good organisation should possess both locals for a certain stability and cosmopolitans for progress, development and vision, but cosmopolitans are to be preferred in any learning organisation worth its salt.

The terms internationalisation, globalisation and regionalisation are being redefined these days and new terms crop up such as localisation or glocalisation. There is a very important cultural and even ethical angle to the issue, such as the impact of the new media and ICT, which have become avant-garde and rather unsuspected tools in the process.

In an educational environment internationalisation is a development engine in four major areas: political, cultural, development of the human potential and structural development. This should be a constant factor, rather than a coincidental one. These issues need to be defined in new educational competencies, which are to be introduced at all levels and in as many aspects in the mainstream issues of our educational system as possible. This should not be a half-cocked enterprise, since it should be a focussed exercise.

Internationalisation at Home will keep you in focus

Internationalisation at Home (IaH) is a specific initiative and the last five years it has spread far and wide. As a term, IaH probably was probably used by people, but the concept IaH was really coined by Bengt Nilsson from Malmö University in Sweden in the 1999 Spring issue of EAIE Forum. Bengt Nilsson resolutely wanted to take the internationalisation process beyond mere mobility schemes. In many schools the internationalisation process is defined as a set of mobility programmes, which basically takes the internationalisation process outside the school walls. It was found that too little was done and experienced on the own campus. Diversity and multicultural issues were not taken into the equation of internationalisation. On the whole, the EAIE Special Interest Group developing the IaH concept began to understand that although a lot of money and work was being poured in international programmes, this did not actually lead to real internationalisation of the schools and universities. There was no deliberate policy to use the international component as a kind of sourdough in the formation process, which would lift up the curriculum and transform the school into an internationally oriented learning organisation training students to acquire the specific competencies by which they could transform from local into cosmopolitan citizens and consumers. Of course in all universities there were and are many international contacts, in research and nowadays in course development. Virtual networks have been started up and the technology, ICT, has brought along a new set of parameters giving rise to new paradigms.

All the more reason to contemplate what a university – or any other school, for that matter, should be doing in order for them to be transformed from a “local” school to a “cosmopolitan” one. Another concern was that the international educational markets are changing too. The requirements of a number of countries, Asian and African, cannot be met by the local education market, which causes small migrations. We find these people in the USA, the UK and Australia. Competition has become an issue too. How much of a key element this will become in the educational universe needs to be shown in the future. But in a way it is clear that this issue was duly recognised in the European Space, where we saw the emerging of a European Educational Space, with bold new Sorbonne and Bologna agreements, definitely transforming the higher education systems all over Europe. Quality management will be playing a very important role in all this, and what is more, this quality system will be international, or not.

Flanders and the Netherlands have already joined into a single Accreditation Agency for the two countries (NVAO, Nederlands-Vlaamse Accreditingsorganisatie, *Dutch-Flemish*

Accreditation Organisation). So it is clear that the internationalisation process, again focussing on the four pillars of development: Structures, politics, culture and human potential, needs new guidelines. These guidelines may be found in the IaH-paradigm. The first description of the paradigm was published in a EAIE position paper: “Internationalisation at Home”.

The IaH paradigm exists of six areas:



These six focus points are really the macro, meso and micro levels of the international experience. The presence of ICT as a separate issue may be a bit debatable, but it is proving such a powerful tool on all levels and all activities, that the conclusion inescapably is that because of the advent of ICT the internationalisation issue has really been taken forward by bounds. It is such a good tool since many users do not even recognise any longer that by entering cyberspace they are unconsciously being transferred to an international space, probably using Basic English as a lingua franca.

The idea of IaH caught a lot of attention and the Journal of Studies in International Education published a special issue on Internationalisation at Home as its Spring issue 2003 and later that year a IaH conference was organised in Malmö to establish what is what in IaH. The conference website with a number of excellent papers can be found at <http://www.mah.se/iah2003/default.htm>.

New Challenge for IaH

Now the time has come, however, to take the project a step further, or rather some steps. Many people in the field are convinced that IaH must be the tool to internationalise their institutions, but they are clamouring for instruments, tools and examples of good practice. On the macro level there are the international frameworks. The EU Socrates programme will be redefined in the near future and the question may be asked what the commission programmes will do to include the IaH catechism in the programmes. For some reason this still is a bit of a problem because IaH is not easily defined within the EU programme paradigm. There have been summary talks with people such as David Coyne, Director for Education, European Commission - Directorate General for Education and Culture, who even was a keynote speaker at the Malmö conference. But the follow-up is difficult. The implementation of IaH in the organisation of a school also proves to be difficult. In Flanders a conference was organised to discuss these issues. Again, with many interested participants, but also bringing to light difficulties. The organising agency, VLHORA,

Vlaamse Hogescholenraad – Flemish Council for Hogescholen) published a very interesting booklet on the matter in which a number of the problems are listed. In the reactions during workshops, conferences and following articles, one thing became clear: people are looking for working models on which to base their own efforts in introducing IaH in their organisation.

Second Phase of IaH: Competency Descriptors and Indicators

What we urgently need to do now is to discuss the necessary “descriptors” for the definition of the competencies that are essential if IaH is to be introduced in the educational reality. The word competency is very important in this context, and though it is a technical term it is often defined differently. When we mean competencies here (Flemish/Dutch paradigm) we mean the sum total of :

- all knowledge acquired (general and specific),
- the skills by which the knowledge is translated from potential into action/activity,
- the ensuing attitudes that are needed, personal, social and professional and to top it up,
- the insights that will come from the combination of the knowledge, understanding, skills and attitudes.

I invite you to participate in this discussion: we need general and specific descriptors to define these competencies against the backdrop of your specific situation.

Besides these general descriptors we need very specific indicators that will show, when developing a new course or when we are restructuring organisations and we benchmark them in the scope of quality management, that the IaH processes in all six fields are implemented and used as quality indicators for the whole enterprise.

The descriptors and the indicators should be described in broad terms to cover the organisation itself, but then have to be honed and fine-tuned to comply with the specific needs of the individual courses and indeed the individual requirements of the learners themselves; not to be forgotten: the change agents and the teachers.

Once we get these instruments, it will become a little easier to consciously transform our institutions into international, say cosmopolitan, operations. Because the international aspect will be present on all levels, our teachers and students, the citizens of tomorrow, will be transformed into conscious, active and cosmopolitan consumer citizens of an exiting society.

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Preservation of soil fauna biodiversity—still undervalued in education for sustainable development

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Introduction

In recent years we can observe an intensification of studies in the field of soil biology and zoology in comparison to any other scientific research carried out all over the world. This has been a result of the general need to gain knowledge on the influence of soil properties on productivity in agriculture, horticulture and forestry, in addition to the need for the determination of tolerance of all soil elements and components (including all living creatures) to human industrial and urban practices.

There are regular meetings of soil zoologists devoted to this issue. The last meeting was held in Ceske Budejovice in the Czech Republic (August 21-24, 2000). The Colloquium is held every 4 years and is the main scientific meeting of the Soil Zoology Sub-commission of the International Society of Soil Science. The previous meeting, XII Colloquium held at University College in Dublin on 22-26 July 1996, also deserves to be mentioned. The overall theme of it was “Soil organisms and Soil Resource Management”. 270 oral and poster presentations, on many aspects of soil biology and ecology, were made in the five sessions of the Colloquium. The main topics addressed were the biodiversity of soil biota, its role in ecosystem processes, influence on soil properties, response to agricultural and other forms of land use and their role as bioindicators of environmental impacts. The papers accepted by the Colloquium Editorial Board appeared in a special issue of *Applied Soil Ecology* (Volume 9, 1998, 1-546).

The XII Colloquium produced fruitful debates, exchange of experience and research results. Its participants also drew up an appeal for the conservation of biodiversity of the soil fauna and microflora, which form an important part of ecosystems used by a man. It was also concluded that the issue of the conservation of biodiversity had to be an important supplement of the Convention on Biological Diversity.

In view of the above statement, the propagation of knowledge on the edaphon (soil organisms), together with the unification of standards for the examination of the effects of pollution on the biodiversity of the soil fauna, are of vital importance. This becomes even more important in the view of surveys concerning the knowledge on the organization and biology of the soil environment. The surveys, conducted in different countries, show that an average citizen considers soil as “black space” that can be used for storing waste and poisons, and pressed by growing piles of rubbish. These practices cause the destruction of the soil structure. Such a state of knowledge and negative emotions contribute to different aspects of soil degradation. Many of them, including the degradation caused by the waste storage, have not yet been solved.

Soil is not only the basis of agriculture, but also one of the most important components of our environment. It fulfils different functions: it acts as a filter and buffer, and stops the excessive flow of pollutants to other elements of the biosphere. However, the soil can fulfil the above functions only as long as there is a balance in its biogeochemical functions.

The process of soil formation is very slow. In the humid climate it takes 500 years to build a 2.5-centimetre layer (Held 1998). Soil degradation can be caused by numerous, rapidly increasing factors, such as water and wind erosion, soil exhaustion, toxic substances or systematic reduction of agricultural and forest areas for the benefit of urbanization, transport, coalmining, industry etc. According to FAO, the soil degradation is caused by geological, climatic and biological factors, and human activities. This may contribute to physical, chemical and biological degradation of potential soil resources, including destruction of biodiversity and may threaten favourable living conditions for people. Taking into consideration the role of soil animals in the environment, the soil cannot be perceived as merely a ground for plants, but first of all as the main reactor, container and supplier of water and greenhouse gases, as well as the habitat for the edaphon. In this respect, soil degradation means not only worse crops, but above all, violation of the system of global changes on the earth.

The degradation of the abiotic soil factor may have different forms: 1) impoverishment of the soil and violation of the ion balance, 2) soil acidification or alkalisation, 3) pollution with toxic elements, 4) soil salinity, 5) excessive humus loss, 6) adverse moisture conditions, 7) excessive humidity, 8) erosion, 9) changes in structure, 10) changes in relief, 11) mechanical destruction or violation of the humus layer, 12) mechanical pollution. All these forms of soil degradation change the living conditions of its inhabitants – soil fauna. Soil colloids and organic elements increase the soil resistance to degradation. Therefore, sandy soils and soils with little humus are very susceptible to degrading factors.

Soil – the habitat of soil fauna

Soil consists not only of mineral elements, organic elements, air and soil water, but it also contains a number of living creatures – edaphon (fig. 1, tab.1), forming a complex network. They determine not only the correct matter cycle and energy flow, but also physical and chemical properties of the soil (fig. 2). We cannot forget that a big earthworm *Lumbricus terrestris* has an influence e.g. on soil irrigation with rain water. The earthworm can extend its body and let the water flow along the burrow, or it can retract the body and block the burrow, so that water will have to find a side-passage.

Basic functions of all representatives of the soil fauna (burrowing through the soil, locomotion, digestion, disposal of the metabolic by-products to the soil) have, without doubt, an effect on the physical and chemical processes occurring in the soil and thus, a vital role in productivity and speed of soil reclamation.

All edaphon groups have close relations with one another and form complex food chains. Plants together with photosynthetic blue-green algae and algae, which occur in the upper soil layers, form a group of producers, while herbivores, predators and detritivores, which feed on dead organic matter of different type – form a group of consumers. Fungi and bacteria belong to reducers.

It has to be stressed that in spite of strong destructive processes, soil is still inhabited by numerous representatives of nearly all systematic groups (tab. 1), and nowhere in nature are species so densely packed as in soil communities (Hangar 1998).

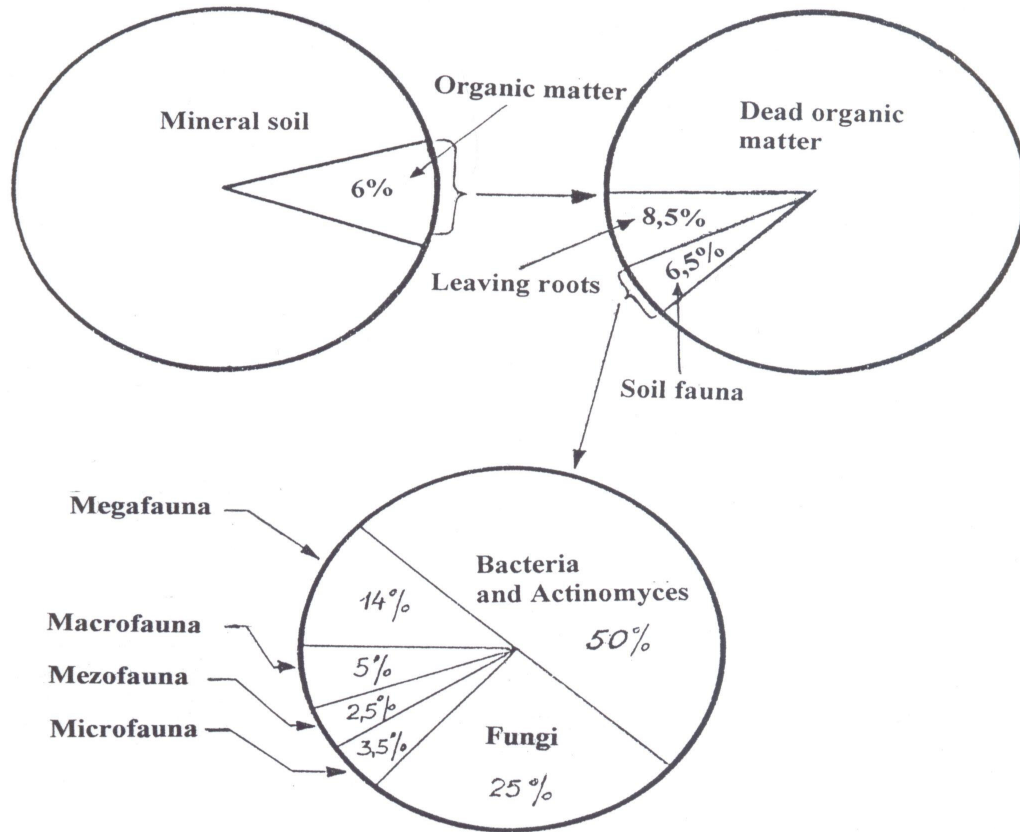


Fig. 1. Gravimetric contribution of soil organisms in surface level of forest soil with humus of the mull type (after Dunger 1964)

Table 1. Soil animals are usually classified according to their body size (Górny 1975, Górny & Grüm 1981)

Classification o	Size	Systhematic group
• Microfauna	0,02 – 0,2 mm	<i>Protozoa, Nematoda</i>
• Mesofauna	0,2 – 2,0 mm	<i>Collembola, Protura, Acarida, Pseudoscorpionidea</i>
• Macrofauna or (Macro and megafauna)	2 – 20 mm > 20 mm	<i>Enchytraeidae, Amphipoda, Isopoda, Insecta, Mollusca, Lumbricidae, Insectivora</i>

Why preserve soil biodiversity and propagate knowledge about the soil fauna?

There are three main reasons for preserving soil biodiversity:

- *Ecological reasons:* decomposition and soil formation are key processes in nature and represent ecological services for the rest of the ecosystem. Soil organisms also represent the base for several above-ground food chains,
- *Utilitarian reasons:* soil biodiversity forms the basis of agriculture, some medicines and research in ecology and other disciplines,
- *Ethical reasons:* all life forms can be said to have an inherent value; many groups of soil organisms are very old in evolutionary terms.

Soil biodiversity must be included in the national strategies for long-term preservation of biodiversity to be developed following the Rio-Convention on Biological Diversity. This implies both pure conservation measures and sustainable use of soil (Kostecka & Butt 1999, 2001).

Conservation measures must include identification and protection of sites with unique, endemic or threatened soil communities. Other targets could be rare soil types or intact soil profiles. Soil biodiversity is generally high in forests which may represent hot spots in agricultural landscapes. Measures for sustainable use must aim at keeping the biodiversity of agricultural and forest soils as high as possible. Chemicals and other treatments, which reduce soil biodiversity, should preferably be avoided. Conservation of soil biodiversity is a new and challenging field for soil biologists, conservation biology, and local, national and international authorities. There is a great need for strengthening both basic and applied soil biology, including taxonomy, and soil biologists should start the process by publicising the role, great complexity and threats to soil communities (Hagnar 1998).

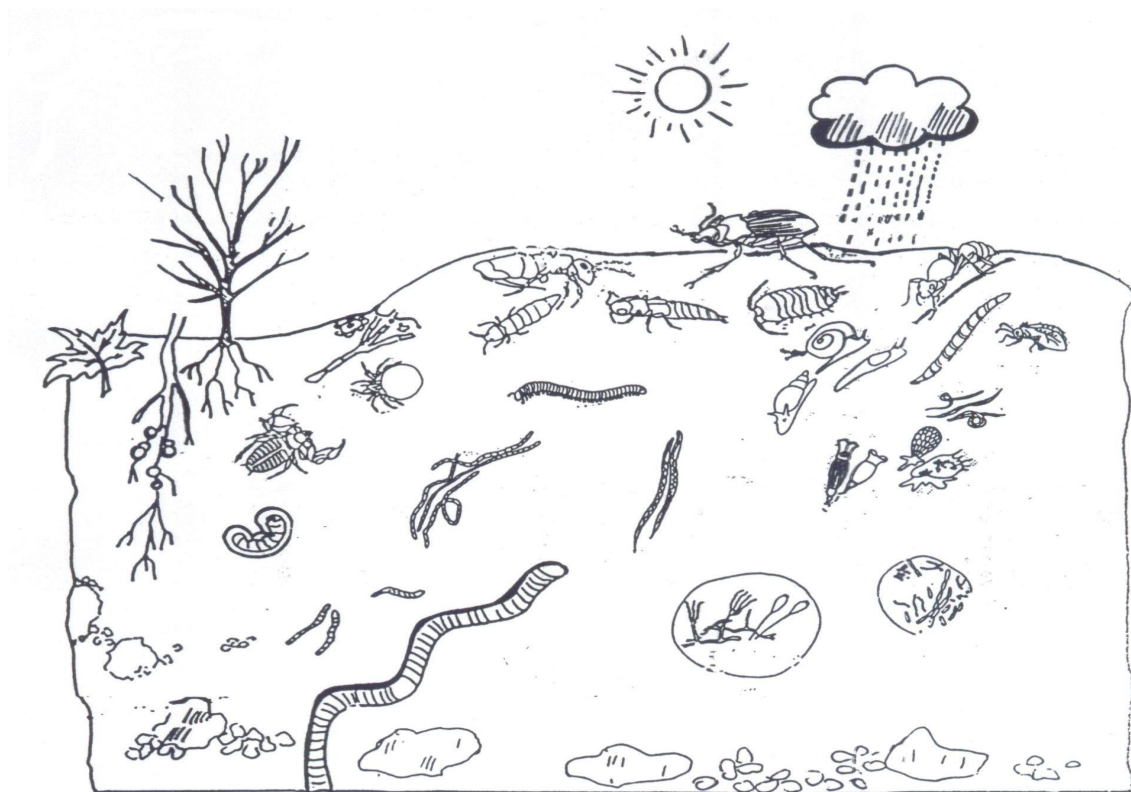


Fig. 2. Chosen soil animals

- Ecological reasons:

The important ecosystem processes of energy flow, nutrient cycling, water infiltration and storage in soil are mediated by the soil biota, i.e. soil biota contribute to the maintenance of ecosystem integrity. The key role of decomposition represents an ecological service for the whole ecosystem, as 60-90% of terrestrial primary production is decomposed in the soil. If soils suddenly became sterile, all terrestrial ecosystems would collapse rapidly. Furthermore,

soil represents a necessary substrate for a large part of the globe's biodiversity. Even the majority of terrestrial insects are soil dwellers for at least some stage in their life cycle. In this way, soil contributes indirectly to pollination for example, and directly or indirectly, the biodiversity of soil feeds a number of above-ground food chains. Also within the soil itself, many species and groups have clear functions as important links in food chains. Symbiotic micro-organisms make digestion possible in earthworms and termites, and mutualism is generally important for soil biodiversity. Mycorrhizal fungi on tree roots make forest ecosystems possible at high latitudes, and more than 1000 actinomycorrhizal species may occur in northern coniferous forests.

It is dangerous to think that we do not have to conserve the biodiversity of soil organisms, because many species may be redundant and can be lost without any consequences to the system, as long as the keystone species are maintained. It is a risky attitude in nature conservation, because we know too little about the role of single species. The precautionary principle in the Rio-Convention stresses that all doubt shall be in the favour of biodiversity; during temporary or permanent ecosystem stress, certain species may become important to retain ecosystem processes; and in the long-term species which seem redundant or which are very rare today may achieve important ecological functions or represent valuable genetic material for future evolution.

- *Utilitarian reasons:*

The ecological arguments can to a certain degree be considered as utilitarian, since mankind requires the general function of nature. In agriculture, we rely upon many of the processes mentioned above. Soil is our most precious non-renewable resource. Certain species may even serve as bioindicators for classification of soils and detection of disturbances and pollution. Besides feeding the human population, soils contain organisms which are useful in pharmaceutical production: penicillin and cyclosporin are two well-known fungal products. The search for medicines from soil organisms is only beginning. Soil organisms also detoxify many of the waste products of human society, allowing use of the soil as a recipient as long as we do not simplify or stress the community too much.

Soil invertebrates are useful in solving different problems. Intensive management of their populations was started in 1950's, when the Americans began earthworms breeding, on a commercial scale, for different purposes. Thus, a new biotechnology – vermiculture, arose. The term vermiculture denotes breeding dense earthworm communities on organic waste. In this way:

- the organic waste is utilized and turned into manure, so called vermicompost, which, depending on its sanitary conditions, can be used for many purposes,
- earthworms are a rich source of protein, and, depending on its composition, it can be used for feeding aquarium fish, animals at zoos, poultry, pigs or fish in artificial ponds,
- dense communities of earthworms can be introduced to soils in order to accelerate the soil reclamation and increase its fertility; in some countries there are proposals of substituting heavy equipment with dense communities of chosen species,
- there are experiments in the field of biotechnology in which anti-cancer medicines are produced; earthworms bodies are a source of enzymes used in cosmetic, wine, brewery and textile industry.

At present more and more countries are interested in the utilisation of waste by means of earthworms, which is natural and simple. It has been proved that vermicomposting can be used for the management of: sewage sludge, waste from brewery and paper industries, from supermarkets and restaurants, animal manure (poultry, pig, cattle, sheep, goats, horses and rabbits) and residues from the mushroom industry. In France the search for new applications of vermicultures resulted in vermicomposting of urban organic waste. In Mexico,

vermicompost is produced from residues from coffee production. In Cuba, vermicompost is produced mainly from cattle manure. However, pig and goat manures in addition to residues from coffee production, harvest residues and others also gain popularity.

In 1984 the *International Society of Vermiculture* was set up during the *International Conference on Earthworms in Waste and Environmental Management* in Cambridge. At this conference whole new perspectives on the development of compost production with the use of the earthworm *Eisenia fetida* were pointed to. Knowledge about the issue in question is spread by means of international meetings of lumbricologists and ecologists. They have been organized regularly since the 1960's. The *5th International Symposium on Earthworm Ecology* took place in the USA (Columbus, Ohio) in 1994. The last meetings were held in Vigo (Spain) in 1998, and in Cardiff University in Cardiff, Wales, UK, in 2002.

In Poland the knowledge about earthworms and their influence on soil fertility and utilization of organic waste is propagated by means of conferences entitled "Ecological and economic importance of earthworms". They were held in Rzeszów in 1994, 1996, 1998 and 2000 (see 1st, 2nd, 3rd and 4th National Conferences (1994, 1996, 1998, 2001)).

For faster composting of waste we can also use dense communities of diptera larva. However, studies on this issue are at present less advanced than on the issue of vermiculture. Soil invertebrates can be used not only for increasing soil fertility and acceleration of this process, but also as a biological tool against pests and protection of plants against diseases.

- *Ethical reasons:*

Acting in the sense of sustainable development should apply to each and every human activity. Needs of the present generation should be satisfied in such a manner that future generations can also have their needs satisfied. The sustainable development should become the objective of activities, not only in agriculture or forestry, but also in various branches of industry, civil engineering or motorization. An important aspect of it is a broadly understood protection of biodiversity, including the biodiversity of soil life.

Current studies on quantity and quality ratio within the soil fauna

Functions of particular representatives of zoedaphon can be studied in different ways. Certain groups of organisms may be placed in sterile soil and their impact on such processes as e.g. organic material mineralization or humification is analysed. Alternatively, we can exclude the presence of a given group by means of biocides. Thus we can measure effects of the groups' absence. We can also study the dynamics of certain groups of soil animals by correlation of their activities with given processes occurring in the soil.

In classical experiments showing the effect of physical breakdown of organic matter by soil animals on the speed of its decomposition, nylon bags of different mesh sizes filled with discs cut from leaves were used. The bags were buried in the soil. The size of mesh differed, so that organisms of different size could enter the bag (tab.1). The results of experiments showed what follows: when mesh size was large (7 mm), and thus all micro-organisms and most of invertebrates could reach the leaves, the decomposition of leaves was more rapid than in the case of 0.5 mm mesh, when only micro-organisms, mites, *Collembola* and other micro-arthropods plus nematodes could enter. A disc cut out of a leaf, placed in a bag with 0.003 mm mesh (only micro-organisms could reach it) was left intact for about 9 months, it is as long as the experiment was conducted.

The results of the above experiment are an important complement to studies on the role of bacteria and fungi in the decomposition of organic matter. They clearly show the vital role of

mesofauna and macrofauna breaking down plant residues as well as the importance of this process for activities of micro-organisms and consequently for the speed of matter cycle (Wood 1995).

Activities for conservation of soil fauna

The International Standard Organisation (ISO) is a worldwide federation of national standard bodies (ISO member bodies). It also contributes to conservation of soil biodiversity by constituting international standards for studies of the tolerance of soil fauna inhabitants to human degradation practices. The first standard in this group applies to earthworms, who are perfect bioindicators of soil “health” in different ecosystems. Earthworms are relatively big, numerous and easy to find and identify. They are widely distributed in soil and rather motionless. They are in full contact with soil and inhabit it and use as a source of nutrition.

Toxic substances can contribute to the death of soil fauna inhabitants or influence the speed of their growth, maturation, reproduction and behaviour. They can be accumulated in earthworms’ bodies. This holds true for heavy metals, pesticides, polycyclic aromatic hydrocarbons, dioxin, diesel oil, leaded petrol, oil-like substances etc.

Due to previous studies e.g. on the effect of different pesticides on earthworms, we not only have specific results but also methods, very close to natural methods, for studying acute toxicity as well as for studying the effect of pesticides and other toxic substances on reproduction and development of given species. Nowadays such studies are carried out in universal “artificial soil”, in which we can also study the negative influence of the substance under observation on soil animals through their epidermal tissues and digestion system.

A standard issued by ISO in 1993 enabled the determination of acute toxicity of *E. fetida*, using artificial soil substrate. After a long break, in the years 1993-1998 its second part was worked out: Determination of effects on reproduction. In 1999 the third part appeared: Guidance on the determination of effects in field situations (tab.2). In the same year a *Collembola* standard for tolerance studies was publicised.

Thus we can conclude that the issue of conservation of soil biodiversity has gained respect. At present national commissions of participating countries are dealing with the assessment of standards concerning *Enchytraeidae* and insects. In the very near future, tolerance standards for snails and nematodes, which are equally important for the proper functioning of soil, are to be worked out.

The intensification of work on standards for studying the tolerance of soil fauna inhabitants to pollutants, that can be observed after 1998, may be a result of petition issued by soil zoologists in Dublin.

Table 2. Effect of work in ISO on an international standards

The title of International Standard	Number on list in ISO Standardization Documents
Soil quality — Effects of pollutants on earthworms (<i>Eisenia fetida</i>) — Part 1: Determination of acute toxicity using artificial soil substrate	ISO 11268-1:1993
Soil quality — Effects of pollutants on earthworms (<i>Eisenia fetida</i>) — Part 2: Determination of effects on reproduction	ISO 11268-2:1998
Soil quality — Effects of pollutants on earthworms — Part 3: Guidance on the determination of effects in field situations	ISO 11268-3:1999
Soil quality - Effects of pollutants on Collembola (<i>Folsomia candida</i>) – Determination of effects on reproduction	ISO 11267:1999

A/ „Soil quality – Effects of pollutants on enchytraeidae (<i>Enchytraeus</i> sp.) – Determination of effects on reproduction”	ISO/TC 190/SC 4/ WG 2 N 102 – ISO /WD 16387
A/ „Soil quality – Effects of pollutants on insect larvae (<i>Oxythyrea funesta</i>) – Determination of acute toxicity using artificial soil substrate”	ISO/TC 190/SC 4/ WG 2 N 157 –NWI
A/„Soil quality – Snails”	ISO/PWI 17125/ WG 2 31213
A/„Soil quality – Nematodes”	ISO/PWI 17147/ WG 2 31221

This document is not an International Standard. It is distributed for review and comment. It is subject to change without notice and may not be referred to as an International Standard

In spite of the recent progress in activities for the conservation of soil biodiversity, it must be stressed that there is still much to do. In addition to constant propagation of proper methods of land cultivation, we should pay special attention e.g. to the problem of incompetence of engineers controlling different kinds of work on the ground. Many works are carried out against the rule of careful management of soil fauna. Soil is translocated and nobody remembers that it is inhabited by numerous organisms. We cannot forget that both the soil under the new piece of construction work and its live content deserve preservation.

The document setting rules for expanding the airport in Manchester is the example of an attempt to develop more effective methods of protecting the soil fauna during the translocation of soil. The document has been described as “the most comprehensive programme for eco-development in UK” and it may serve as a stimulus for considerations and sound solutions in other construction works all over the world (Kostecka & Butt 1999). During construction of the second runway at Manchester Airport, environmental awareness was at the forefront. Top soil was being collected for use elsewhere on site, and species- rich grassland turves have been translocated gently to the adjoining sites. One major concern was for colonies of amphibians, themselves relocated away from areas where air traffic would soon take-off and land. In order to ensure adequate food for newts, and even for a badger colony, Manchester Airport were obliged to assess earthworm populations over a range of habitat types affected by the runway development. Researchers were approached, and have conducted an initial survey of 4 translocation sites. Results show that earthworm community structure, number and biomass are strongly influenced by the technique of translocation employed and the habitat created. Monitoring of existing earthworm communities will now continue at the airport over the next decade. Also, introduction of earthworms into grassland beside the new runway is set to occur and will itself need to be assessed (Butt 1998).

Biodiversity can also be protected by means of monitoring of earthworm populations in different environments changed anthropogenically, e.g. during restoration of landfill sites (Kostecka & Butt 2001).

Conclusions

1. Soil biodiversity must be included in the national strategies for long-term preservation of biodiversity following the Rio-Convention on Biodiversity. This implies both pure conservation measures and sustainable use of soil.
2. Since preservation of soil fauna is still undervalued, it is important to promote knowledge about the influence of soil fauna on soil fertility as well as global processes

- of matter cycle and its flow. People of all age groups have to be taught about the issue simultaneously and from now on.
3. Protection of biodiversity can be more effective by means of general monitoring of the most important groups in soil fauna. It also has to be stressed that everybody is obliged to the protection of biodiversity, and in particular during activities leading to the destruction of soil. When moving the soil we cannot forget that both the soil under the new piece of construction work and its live content should be preserved.

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Survey about global solidarity among university students

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123 third year students of Faculty of Commerce at University of Economics Bratislava in Slovakia were engaged in the survey. They were given a self-administered questionnaire. Respondents structure according to sex was:

<i>sex</i>	frequency	relat. freq.
male	35	28,5
female	88	71,5
Total	123	100,0

The survey purpose

The survey purpose was to find out how students

- understand the term “Global Solidarity”
- what their attitude to mutual aid is
- who needs aid these days
- who should extend aid
- whether they have ever aided someone and how

Results

1. In your opinion, what does the term “Global Solidarity“ mean?

The most frequent answers are shown in the following table.

<i>term “Global Solidarity”</i>	frequency	relat. freq.
mutual aid and cooperation in international context	57	46,3
keeping an open mind, tolerance, respect, unity of people, empathy, tactfulness	56	45,5
aid a support of weak ones	20	16,3

Nearly half of the questioned students comprehends the term “Global Solidarity” as mutual relations in international context – related to **governments**. Similar number of students understands this term in the context of human relations – understanding and tolerance among **people**.

The following answers were stated only once but they are closely connected through strong social and human feeling:

What does the term “global solidarity“ mean:

- stop exploitation
- global problem interest
- aid to such areas where government is helpless
- wealth reallocation
- poverty
- helping without expecting reward
- social society
- taking care of people beyond borders
- knowing that I can make this world better

The last answer “knowing that I can make this world better” engaged my attention. It has a very active and positive attitude. It stands for:

- ✓ each one of us is the basis for success
- ✓ what we do makes sense.

2. Do you think mutual aid is necessary?

<i>aid necessity</i>	frequency	relat. freq.
yes	122	99,2
no	0	0,0
don't know	1	0,8
Total	123	100,0

The absolute majority of the students perceives that people should help each other. None of the students chose the answer “no”.

3. According to you, who needs the aid at most?

The most frequent answers are presented in the following table.

<i>who needs the aid</i>	frequency	relat. freq.
less developed countries that are not able to supply food	62	50,4
poverty stricken, famishing, homeless, unemployed	34	27,6
children	22	17,9
countries suffering from war	18	14,6
African states	13	10,6
sick people	12	9,8
young families, young people, students	9	7,3

The answers listed above confirm understanding of the term “Global Solidarity” as mentioned in the first question. Part of the answers relates to the international aid to other **governments** that suffer from poverty, war or they are underdeveloped and plundered.

The other part of the answers deals with **people** who have something in common (young, sick, poor) regardless where they come from.

The next answers were noted in lower frequency but they are worth to be mentioned:

Who needs the aid at most

- battered women and children
 - old people
 - I don't know and I don't want to know
 - people
 - half of population
 - Slovakia
 - nature
 - lonely people
 - slovak enterprises
 - fugitives
 - anybody who's in trouble and can't solve it
-
- anyone, only in the different aid extent and character

I would like to mention the answer “anyone, only in the different aid extent and character”. I find it very interesting. It means that every person is at once strong and weak.

Why? (*who needs the aid at most and why*)

Reasons named by the students were as followed:

- lack of funds
- hunger
- diseases
- terror
- low living standard
- they have no possibility to change their status by themselves
- enough food has to be automatic
- it isn't enjoyable to be in need
- children are not responsible for their destiny
- they need it

The reasons mentioned above can be summarised into:

- ✓ having lack of something which is important for comfortable living
- ✓ feeling helpless.

4. How could he/they be aided?

The most frequent answers are listed in the following table.

<i>how we can aid</i>	frequency	relat. freq.
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food, humanitarian aid, health care, pharmaceuticals	54	43,9
finance	31	25,2
education, culture	19	15,4
support of their development and economics, remission	12	9,8

The students would give material and financial resources especially. The following reasons were not mentioned in such a frequency:

How could he/they be aided?

- by international organisations
- family support
- each government should donate
- kindness

- labour opportunities
- systematic, longterm
- by their needs analysis
- keeping peace
- by policy
- by legislation change

The group of the last 6 answers reflects that any change can be reached by analysis of actual situation and following solution proposal. The effect of this solution comes up in long term.

5. In your view, who should extend aid at most, nowadays?

Answers to this question can be summarised as listed below:

- the strong ones to the weak ones * because they have more possibilities
 - * because they can find themselves in need as well
 - * because they can avoid creating significant differences
- all of us because we all are people
- all of us because we can solve more problems together

One group of answers reflects the world divided into the weak and strong ones and the other group expresses unity of people.

6. Do you consider our government's aid extended to people, organisations, governments is adequate?

By this question I wanted to find out how students consider our government's aid in terms of **expenditure amount**.

A) in our country

<i>expenditure amount</i>	frequency	relat. freq.
adequate	20	16,3
not adequate	93	75,6
don't know	10	8,1
Total	123	100,0

Nearly three quarters of students thinks that our government does not fullfill its social function in an adequate way. None of the students wrote that our government's aid is above standard. More than 15% consider this aid as adequate.

B) abroad

<i>expenditure amount</i>	frequency	relat. freq.
more than adequate	3	2,5
adequate	43	35,2
not adequate	48	39,3
don't know	29	23,0
Total	123	100,0

Considering our government's aid abroad more than one third of the respondents thinks that its amount is adequate. Nearly 40% rates it as not adequate and nearly one quarter can not judge it.

7. Do you consider the aid extended by our government to be directed to the right people, organisations, governments?

By this question I wanted to find out how the students see our government's aid in terms of the **direction to the right recipients**.

A) in our country

<i>aid direction</i>	frequency	relat. freq.
rather yes	37	30,1
rather no	62	50,4
absolutely not	12	9,8
don't know	12	9,8
Total	123	100,0

Majority of the students thinks that our government's aid is not directed to the right recipients. Nearly one third answered that aid is directed to the right recipients but they are not totally sure.

B) abroad

<i>aid direction</i>	frequency	relat. freq.
yes, absolutely	3	2,5
rather yes	52	42,6
rather no	24	19,7
absolutely not	9	7,4
don't know	35	27,9
Total	123	100,0

The biggest group (45,1%) thinks that aid directed abroad is received by the right recipients. More than a quarter (27,9%) is not able to judge it a and the same number (27,1%) of the students says that aid is not directed to the right recipients.

To whom should our government extend aid?

Conclusion of the given answers is that aid should be directed to those who really need it. But in our country it includes small and medium entrepreneurs, too. The students answers were:

in our country

- as a starter (to students, young families)
- to people who have done something for their country and they should be given back (old people)
- to small and medium sized enterprises
- people in need generally

abroad

- people in need generally

8. According to you, is the aid extended by our government extended effectively?

By this question I wanted to find out how students consider our government's aid in terms of **efficiency**.

A) in our country

<i>aid efficiency</i>	frequency	relat. freq.
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yes	4	3,3
no	89	72,4
don't know	30	24,4
Total	123	100,0

Nearly three quarters of the students think that our government's expenditures are not spent effectively and nearly a quarter does not have an opinion.

B) abroad

	frequency	relat. freq.
yes	23	18,7
no	33	26,8
don't know	67	54,5
Total	123	100,0

Nearly a fifth of the students thinks that aid directed abroad is effective but more than a quarter doesn't agree. Majority of the students can not consider it.

9. According to you, who should extend aid to people, organisations, governments?

	frequency	relat. freq.
government and various organizations	120	97,5
government, entirely	1	0,8
various organisations, entirely	1	0,8
neither government nor various organizations	1	0,8
Total	123	100,0

Total majority of the students feels that aid should be extended by government as well as various organisations.

10. Could you name some organisations which aid people, organisations, governments?

I wanted to find out how the students perceive various domestic and international organisations in terms of extending aid.

I will only name those organisations that perform in international environment.

Which of the named organisations do you trust?

Which of the named organisations don't you trust?

Answers are summarised below:

	named	trust	mistrust
	<i>frequency</i>	<i>frequency</i>	<i>frequency</i>
UNICEF	65	40	
UNO	44	23	6
Red Cross	40	26	
UNESCO	19	7	1
WHO	12	2	1
World Bank	8	3	2
Amnesty International	8	3	
WTO	6		1
Greenpeace	5	1	2
Caritas	3	2	
International Monetary Fund	3	1	
Phare	3	1	
NATO	2		2
EU Court	1		

The most frequent named organisations were UNICEF, United Nations Organisation, Red Cross and UNESCO. Just some of the students were willing to express if they trust them. UNICEF and UNESCO enjoy the absolute confidence.

11. Have you ever aided a strange organisation or person?

By this question I wanted to find out whether our students helped to those who needed it. Half of them has helped more than 10 times.

	frequency	relat. freq.
more than 10 times	62	50,4
5-10 times	21	17,1
less than 5 times	22	17,9
never	18	14,6
Total	123	100,0

12. What kind of aid has it been?

Aim of this question was to find out the kind of extended aid. Financial support is clearly the most frequent as shown below.

- financial 70
- substantially 27
- moral support 12
- consulting 11
- cards, magazines purchase 8
- voluntary work 7

Conclusions

The students have a strong social feeling. They realise existing differences between people and they know they should be solved. Everyone should take part in extending aid (state as well as various organisations) but the students are not optimistic when talking about efficiency, direction and expenditures amount. It would be appropriate if our government provided more information about amount and aim of expenditures.

Organisations UNICEF, United Nations Organisation, Red Cross and UNESCO are considered as those which help others in international context and majority of the students trusts them.

Considering the students help we can conclude they are not passive. This confirms the reputation of Slovak nation: Slovaks are warm-hearted, friendly and carrying people.

6. Social involvement and consumer citizenship education

Abstracts

Cases as tools to create sustainable awareness. *Prof. Ezio Manzini and Annamaria Formentini, INDACO Department, Milano Polytechnical University, Italy*

The paper will investigate how awareness and social involvement can be stimulated in the consumer citizen by looking at cases of success stories and best practices as tools to promote sustainable behaviors. The underlying assumption and the driving concepts of this paper are connected with the SSA EMUDE (*Emerging User Demands for Sustainable Solutions*) under the 6FP and with the collaboration between Politecnico and UNEP DTIE.

The use of cases has been widely recognized throughout the academy but lately also among companies and international organizations. More than ever, cases are seen as effective tools to communicate and to facilitate the growth and spread of good practices. Their potentiality in bridging the positive message of successful initiatives, projects or behaviors is substantiated by their role of models and examples for replication.

This is particularly true when we talk about sustainable consumption related to citizenship.

The starting assumption that the consumer citizen might gain awareness on sustainable consumption by looking at existing cases originates from the idea of extrapolating promising signals that society emits, reinforce them and give them visibility. Thus, a collection of visions on how a sustainable pattern of consumption could be is considered to be a powerful tool for consumer citizens who want to change their lifestyle towards a more sustainable one. In other words, a set of stories of how people so far have been innovating towards more sustainable behaviours or towards practices that can be sustainably promising.

An example of collection of stories and cases could be made according to some specific functions of daily activities, which have been clustered in the following categories:

- Food: how/what to eat?
- Things: how to manage the household?
- Energy: how to provide energy?
- Work: how to work and study?
- Mobility: how to get around?
- Green: how to manage green in town?

These function-oriented themes delineate a platform where success stories of everyday life and sustainable behaviours are collected and show how people are moving towards sustainability. And they do such within the scope of the social learning process that the transition towards sustainability is calling for.

Debt prevention – a future workshop. *Peter Gnielczyk, Federation of German Consumer Organisations, Germany*

Where and how does today's youth learn money management? How can they be steered towards coping with potential debt creation?

Schoolchildren must learn and experience considerably more in education about money matters than simply receiving information about the credit business, instalment payments, insurance, etc., since the competence and skills that are required go above and beyond cognitive learning alone. What is required above all is meditation of a conscious awareness of

their own desires and wishes for the future, which are all too often associated with (the acquisition of) material good,

An important component of the activities related to (teaching) an preventing debt creation is to track and bring light the associations between possessing and desiring material goods. After all, goods and possessions are utilized to make the individual's life more comfortable and to gain recognition from society. In our search for a suitable method by which to offer students the means to develop an awareness of their attitudes towards consumption and to share and increase their knowledge in a group setting, we came across Robert Jungk's concept of a future workshop.

The future workshop of debt prevention contains methodological game components and information building blocks structured into four work phases which will be explained in the presentation.

Getting actively involved. Proposals of scenarios and practical workshops. *Nieves Álvarez Martín, Director, European School of Consumers, Spain*

The European School of Consumers, the only one of its kind, devotes its greatest efforts to developing practical workshops and useful didactic materials for Consumer Education. All the designs have, as their background, practical experiments and scenarios that promote responsible consumerism and opt for sustainable development.

Proposals and strategies are put forward in order to provide citizens as consumers with clear concepts, efficient procedures and responsible attitudes, in a way that they become concerned, critical, socially-oriented and committed to the environment.

Our contribution to this congress will demonstrate the methods we develop so as to "invent" new proposals including games, practical, and participative activities in which we see the necessary involvement of the target recipient in the development of didactic strategies, on the way to achieving a healthy environment, making the citizen group aware that we are not simply on-lookers, but very much form part of the solution itself.

In short, we propose strategies for the development of activities in which consumers can see that their decisions when buying and using goods, products, and services, are not neutral, that they can have a positive or negative effect on the environment, and that it is possible to adopt positive decisions and to offer alternatives to negative decisions.

Safeguarding childhood in a consuming society. *Leena Graeffe, Lecture, University of Helsinki, Finland*

In Finland children have been guarded. They haven't been seen as consumers. Recently the current topics in the public discussion in Finland have been marketing to children. They are now a new target group in advertising. Changes of markets have already been seen at home, day-care and school. Nowadays we have a big moment because curriculums are changing in Teacher Education, Upper secondary schools, Basic education and we are even getting national plan in early childhood education.

It is important to influence on decision making, teaching and on researching to ensure that teachers and parents are able to take to account early childhood development in consuming habits. Adults should be able to strength self-acceptance of children. It means children have right to learn their status is not depending on material values. Traditional consumer education has started at teens. However according studies by advertisers consuming patterns are learned already under the age of ten.

Our research and development plan is to network and influence because ultimately it is up to individual teachers to decide what consumer matters they wish to emphasize in subjects such

as social studies, for example. In practice we know that the quantity and quality of consumer education varies from school to school. That's why it is question of teacher education and in service training.

Social awareness and responsibility: An assessment and recommendations for teaching methodologies. *assoc.prof. Nedjalka Georgieva, assoc.prof. Todorka Atanasova, chief assist.prof. Bistra Vassileva, chief assist.prof. Violeta Dimitrova, Varna University of Economics, Bulgaria*

This paper deals with an assessment and evaluation of social awareness and responsibility as well as recommendations for teaching methodologies in the field of sustainable consumer behaviour and consumer citizenship. The objectives of the study were twofold: (1) to investigate and evaluate the status quo of social awareness and responsibility in Bulgaria in order to determine their drivers and inhibitors especially for young people and students; and (2) to develop initial methodological framework or format for teaching sustainable consumer behaviour at university level, which can be used further as a practically applicable curricula as well as a tool to promote attitudes toward social responsibility and develop knowledge and skills in the field of consumer citizenship education.

The research will be done on several consecutively linked stages. As a first step a sequence of focus group interviews will be carried out in order to determine the research problem areas. Then questionnaires aimed at different target groups (students, lecturers and teachers, consumers) will be developed. During the second stage the field work will be done to collect the necessary information. The most important is the third stage. During it the collected information will be analysed and evaluated. Then a conceptual model of drivers and inhibitors of social awareness and responsibility will be established. The proposed model will be partly tested for further operationalization. As a final result of the study an initial methodological framework for teaching sustainable consumer behaviour and consumer citizenship at university level will be provided.

Students' attitudes to future. *Ilze Liepina, Latvian University of Agriculture, Latvia*

Time perspective is often nonconscious process whereby the continual flows of personal and social experiences are assigned to temporal categories, or time frames, that help to give order, coherence, and meaning to those events. Those cognitive frames may reflect cyclical, repetitive temporal patterns or unique, nonrecurring linear events in people's lives. They are used in encoding, strong, and recalling experienced events, as well as in forming expectations, goals, contingencies, and imaginative scenarios. Between the abstract, psychological constructions of prior past and anticipated future events lies the concrete, empirically centred representation of present. The social roles at family and time perspective as attributes of family attitude were investigated in correlation design. Participants made a family description - dreaming. Three time perspectives and three levels of social roles at family where separated wits content analysis. The psychology of time perspective focuses on the ways in which individuals develop temporal orientations that parcel the flow of personal experience into the mental categories, or time zones, of Past, Present, and Future. Results shows up moderate correlation between attributes of family attitude and time perspective. Contemporary students emphasize the importance of strong and serious relationship between two adults, that idea synchronize with today's situation when couple lives together without children rather long time and shoves up expectations to life style modifications for life style in future.

The conceptual mapping of Consumer Sciences in the United Kingdom in Higher Education in relation to Consumer Citizenship Sue Bailey, Department of Health and Human Sciences, London Metropolitan University, London, UK.

Issues of consumption from provider and consumer perspectives and aspects of citizenship have become areas that Consumer Sciences courses in the Higher Education Sector in the United Kingdom have needed to take note of, although some would argue that they have always been an intrinsic part of the area from the heritage of Home Economics. As the subject field of Consumer Sciences has developed the question as how course design has responded in relation to these issues has been in need of study. In order to track these changes in the UK, research is currently being undertaken to develop appropriate concept maps.

The aim of the current research has therefore been to analyse the subject field construction at Higher Education level for degree and post-graduate courses in the UK in the last four years, using prospectus, handbook and official data in terms of stated subject study areas. In addition semi-structured interviews with members of staff involved in the construction and delivery of these courses is currently being undertaken and analysed to produce comparative concept maps. It is also expected to relate the research as to how consumer citizenship is perceived as a significant area.

Initial analysis of the subject field indicated that in the last four years there had been a period of relative stability in terms of course content and emphasis, but with an increasing focus on the consumer particularly as an individual, not necessarily in the context of a family. It needs to be considered how far citizenship, consumer education and personal, social and health education are perceived as being an intrinsic part of the interpretation and concept map for Consumer Sciences or whether the approach is more fragmented.

Consumer citizenship education in the comprehensive school in Finland, *Kaija Turkki*

The aim of the basic general education in Finland is “to try to help the students become balanced, fit, responsible, independent, creative, cooperative, and peace-loving people and members of society. The comprehensive school is to educate its students in morality and good manner that gives the student those skills which are needed for the development of the student’s personality in a diversified manner and for training them for the society.” These are the citations that fit well to describe the idea of consumer citizenship too. On this ground it is relevant to ask *how* and *where* it is supported and practiced during school years. In this presentation the focus will be at the level of the national curriculum in Finland that has been under the renewing process during last years.

The aim of this paper is to make comparisons between the present (accepted in 1994) and the new (since Autumn 2004) curriculum regarding the presence of consumer and citizenship issues. The main emphasis will be paid on the general framework of the curriculum including intercurricular issues, and on some selected subjects as home economics, history and social studies, and health studies. Some conceptual analysis will be made to find out the concepts used, the emphasis made, and to reveal the contexts in which consumer-citizenship is introduced. Some proposals for new frameworks in understanding the consumer-citizenship education will be discussed. The research may also reveal some requirements to prepare supporting material for teachers to make consumer-citizenship issues more visible and understandable. The material is needed to help teachers to produce the local curricula at school level.

A review of some current and recent current and recent networks and collaborative projects in consumer education and citizenship. *Mike Kitson, London Metropolitan University, United Kingdom*

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Projects to produce consumer education resources, translated and adapted for the EU countries have been funded by the EU DG SANCO (Health and Consumer Protection Directorate). These include DOLCETA which will produce on-line consumer education tools for adults with modules in consumer rights and personal finance in 15 countries and 11 languages and Education des Jeunes au Budget which will produce a CD ROM on personal finances for young adults in 8 languages.

These are international projects, but there are good national resources as well. In the United Kingdom the Askcedric web site has extensive consumer education resources for schools and has recently received UK government funding to develop consumer education materials for adults.

Socialization in the new consumer formation. *Velta Lubkina, professor, Rezekne Higher Education Institution, Latvia*

In the pedagogical aspect socialization is a process of becoming a member of society; it is adjusting to the society by understanding and accepting the norms and values of the society or giving an opportunity to a person to act under influence of social conditions of personality formation.

Socialization is a process where a person acquires the culture of the society, social norms, social experience and knowledge, traditions, values, behavior and manners in order to integrate, find his own place, be able to have a full-bodied life in a definite social environment and simultaneously develop his individual abilities and mental essence. This process is the most intensive during childhood and teenage years.

The social environment is the social milieu of individual's life; a set of social, material and mental conditions for existence and performance, a definite set of social relations for development of a personality.

The formation of a personality to be a member of the society occurs in the following aspects:

- subjective;
- interaction of a person and environment:

- family, school, people, physical environment, means of upbringing, teacher—a part of the milieu with his own value system, objects, nature, etc.;
- socialization of a person as a result of different institutions activities;
- cultural (acquisition of cultural values, etc.).

In the research the process of socialization is viewed as a closed system, where there is continuing communication and interaction with different socialization sources. As a result, there are acquired different social norms, laws, values, various social skills and group work experience. The integration and behavior of the new consumer in the society as well its quality depend on the quality of acquiring these norms, values and skills.

As a result of socialization, the skills of adjusting develop, the ideals change, and the values are reevaluated and changed because the notion “socialization” includes a unity of all social and psychological processes. As a result, a teenager masters the system of knowledge enabling him to perform as a full-bodied member of the society.

Two (and a half) experiences concerning the consumers education. *Alcina Dourado, Escola Superior de Educação de Setúbal, Portugal*

1. Schools subject

In the school year of 2001/02 it was introduced in the Escola Superior de Educação de Setúbal (ESE) curriculum an optional discipline called Educação do Consumidor – Consumer’s Education – and the experience has been repeated since then every year. It’s 45 teorical and pratical hours were offered to 30 students from future journalists and communication tecnicians to future teachers. In one semester there was also the possibility of open classes and guests lecturers from several national important institutions like the portuguese consumers institute (IC) and Deco, the portuguese association of consumers defense. In between the school’s library started receiving recent books, pedagogical and other materials wich help to improve and develop the research and interest towards this subjects.

The most important objectives were the recognition of the individual’s role as a consumer, the results of it’s action in the society and in the daily life and how can these future professionals apply these mathers in the media as journalists, in entreprises as public relations ou advertisers and in classrooms as teachers.

Note: The half concerns to the recent project of creating an e-learling resource in connection to this discipline wich headlines should be ready by December 20.

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Having coffee in a responsable way is the objective of the exhibition called “Um café, justo por favor” – “A coffee, fair please” - concerning the issue related to fair trade last March in the ESE. The exhibition was created by two portuguese non governmental associations – NGO – called Solidários e Oikos with the interventions of ESE. The event included guests, a tend with some fair trade products to see and sell and a real cup of coffee!

It was also an opportunity to talk about the rights and the duties of every consumer beyond alternative ways of trading, using and consuming goods, responsable and ethical consumption, injustice between the north and south countries speccially concerning the economical relationship. It was a way to remember the world consumer rights day wich was a subject for a report from portuguese national television RTP1 seen by more than 200 000 people according to the average audiences.

(for text see file A. Duurado)

Identifying priority areas of interest in the field of consumer citizenship for Bulgarian students. *Mimi Kornazheva and Vasil Penchev, University of Rousse, Bulgaria*

The Faculty of Business and Management at University of Rousse, Bulgaria provides first and second cycle programmes in Business Administration, Marketing, International Economic Relations, Industrial Management and European Studies. Knowledge and skills relevant to consumer behaviour are still marginal to the core of the existing studies, a fact which from the point of view of CCN could be evaluated as a weakness. Getting acquainted with the philosophy of the network, we are considering its high relevance to European societies, professional practices and higher education. Therefore we appreciate the potential of CCN for improving and updating our curricula and/or syllabi with optional studies in the interdisciplinary field of consumer citizenship, thus adding value to the range of competencies of our graduates. Since optional /elective/ studies are dependent on the choice of the students, we believe a good starting point is to investigate the interest of the students and the motivation behind it. The results will provide us with a priority list, when making decisions about the introduction of the new content for teaching and learning.

Thus, the paper proposed will present and analyze the data obtained on the grounds of a survey conducted with 100 students (the sample being 20 students per program). The questionnaire planned focuses on the interest and the motivation of the students within the following thematic areas:

- Ethical challenges
- The information society
- Rights and responsibilities
- Global solidarity
- Involvement

The Problem of Developing Readiness for Self-implementation in a Secondary-School

Z. Chehlova

Introduction:

The social changes in Latvia connected with the country's accession into the European Union demand a purposeful improvement in the whole system of education with the main task to develop a personality capable of self-determination, having the ability to choose the strategy of personal development and self- implementation under the market economy conditions.

The aim of the article:

To review the necessary conditions under which the readiness for self- implementation develops in a secondary-school adolescent and determine the inner contradictions of this process in Latvia.

The essential peculiarities of the readiness for self- implementation:

Considering the development of the readiness for self-implementation in a secondary-school adolescent it is important to take into account the fact that social interaction can have not only the true forms which lead to the personal growth of an individual but also the false forms which lead to self-destruction and personal degradation provoked by the social sphere itself.

Readiness is an integrative personality feature which involves motivation, abilities, skills, qualifications. When defining readiness we can determine the following three aspects:

- That of contents and structure
- That of process and dynamics
- That of contents and meaning

On the level of process and dynamics the readiness is viewed upon as activity, i.e. the readiness to self-implementation.

The criteria for and the aspects of readiness for self-implementation were analyzed. That is the achievement motivation, the attitude to one's inner 'self', the stand of social morality and values of a person, the ability to develop psychological closeness with another individual and so on. We have carried experiments in two commercial schools in Riga. The priority directions were the following:

- 1) The introduction of module education, where the main stress is on the development of self-assessment, self-control, achievement motivation;
- 2) Adding dynamics to the teaching-learning process, which enriches the social experience of a secondary-school adolescent;
- 3) Professional training which helps a secondary-school adolescent to assess his or her individual skills and abilities in the chosen professional sphere and on that basis determine one's prospects.

The analysis of the results of these experiments shows the effectiveness of the methods used.

6. Social involvement and consumer citizenship education

Abstracts

Cases as tools to create sustainable awareness. *Prof. Ezio Manzini and Annamaria Formentini, INDACO Department, Milano Polytechnical University, Italy*

The paper will investigate how awareness and social involvement can be stimulated in the consumer citizen by looking at cases of success stories and best practices as tools to promote sustainable behaviors. The underlying assumption and the driving concepts of this paper are connected with the SSA EMUDE (*Emerging User Demands for Sustainable Solutions*) under the 6FP and with the collaboration between Politecnico and UNEP DTIE.

The use of cases has been widely recognized throughout the academy but lately also among companies and international organizations. More than ever, cases are seen as effective tools to communicate and to facilitate the growth and spread of good practices. Their potentiality in bridging the positive message of successful initiatives, projects or behaviors is substantiated by their role of models and examples for replication.

This is particularly true when we talk about sustainable consumption related to citizenship.

The starting assumption that the consumer citizen might gain awareness on sustainable consumption by looking at existing cases originates from the idea of extrapolating promising signals that society emits, reinforce them and give them visibility. Thus, a collection of visions on how a sustainable pattern of consumption could be is considered to be a powerful tool for consumer citizens who want to change their lifestyle towards a more sustainable one. In other words, a set of stories of how people so far have been innovating towards more sustainable behaviours or towards practices that can be sustainably promising.

An example of collection of stories and cases could be made according to some specific functions of daily activities, which have been clustered in the following categories:

- Food: how/what to eat?
- Things: how to manage the household?
- Energy: how to provide energy?
- Work: how to work and study?
- Mobility: how to get around?
- Green: how to manage green in town?

These function-oriented themes delineate a platform where success stories of everyday life and sustainable behaviours are collected and show how people are moving towards sustainability. And they do such within the scope of the social learning process that the transition towards sustainability is calling for.

Debt prevention – a future workshop. *Peter Gnielczyk, Federation of German Consumer Organisations, Germany*

Where and how does today's youth learn money management? How can they be steered towards coping with potential debt creation?

Schoolchildren must learn and experience considerably more in education about money matters than simply receiving information about the credit business, instalment payments, insurance, etc., since the competence and skills that are required go above and beyond cognitive learning alone. What is required above all is meditation of a conscious awareness of their own desires and wishes for the future, which are all too often associated with (the acquisition of) material good,

An important component of the activities related to (teaching) an preventing debt creation is to track and bring light the associations between possessing and desiring material goods. After

all, goods and possessions are utilized to make the individual's life more comfortable and to gain recognition from society. In our search for a suitable method by which to offer students the means to develop an awareness of their attitudes towards consumption and to share and increase their knowledge in a group setting, we came across Robert Jungk's concept of a future workshop.

The future workshop of debt prevention contains methodological game components and information building blocks structured into four work phases which will be explained in the presentation.

Getting actively involved. Proposals of scenarios and practical workshops. *Nieves Álvarez Martín, Director, European School of Consumers, Spain*

The European School of Consumers, the only one of its kind, devotes its greatest efforts to developing practical workshops and useful didactic materials for Consumer Education. All the designs have, as their background, practical experiments and scenarios that promote responsible consumerism and opt for sustainable development.

Proposals and strategies are put forward in order to provide citizens as consumers with clear concepts, efficient procedures and responsible attitudes, in a way that they become concerned, critical, socially-oriented and committed to the environment.

Our contribution to this congress will demonstrate the methods we develop so as to "invent" new proposals including games, practical, and participative activities in which we see the necessary involvement of the target recipient in the development of didactic strategies, on the way to achieving a healthy environment, making the citizen group aware that we are not simply on-lookers, but very much form part of the solution itself.

In short, we propose strategies for the development of activities in which consumers can see that their decisions when buying and using goods, products, and services, are not neutral, that they can have a positive or negative effect on the environment, and that it is possible to adopt positive decisions and to offer alternatives to negative decisions.

Safeguarding childhood in a consuming society. *Leena Graeffe, Lecture, University of Helsinki, Finland*

In Finland children have been guarded. They haven't been seen as consumers. Recently the current topics in the public discussion in Finland have been marketing to children. They are now a new target group in advertising. Changes of markets have already been seen at home, day-care and school. Nowadays we have a big moment because curriculums are changing in Teacher Education, Upper secondary schools, Basic education and we are even getting national plan in early childhood education.

It is important to influence on decision making, teaching and on researching to ensure that teachers and parents are able to take to account early childhood development in consuming habits. Adults should be able to strength self-acceptance of children. It means children have right to learn their status is not depending on material values. Traditional consumer education has started at teens. However according studies by advertisers consuming patterns are learned already under the age of ten.

Our research and development plan is to network and influence because ultimately it is up to individual teachers to decide what consumer matters they wish to emphasize in subjects such as social studies, for example. In practice we know that the quantity and quality of consumer education varies from school to school. That's why it is question of teacher education and in service training.

Social awareness and responsibility: An assessment and recommendations for teaching methodologies. *assoc.prof. Nedjalka Georgieva, assoc.prof. Todorka Atanasova, chief assist.prof. Bistra Vassileva, chief assist.prof. Violeta Dimitrova, Varna University of Economics, Bulgaria*

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The research will be done on several consecutively linked stages. As a first step a sequence of focus group interviews will be carried out in order to determine the research problem areas. Then questionnaires aimed at different target groups (students, lecturers and teachers, consumers) will be developed. During the second stage the field work will be done to collect the necessary information. The most important is the third stage. During it the collected information will be analysed and evaluated. Then a conceptual model of drivers and inhibitors of social awareness and responsibility will be established. The proposed model will be partly tested for further operationalization. As a final result of the study an initial methodological framework for teaching sustainable consumer behaviour and consumer citizenship at university level will be provided.

Students' attitudes to future. *Ilze Liepina, Latvian University of Agriculture, Latvia*

Time perspective is often nonconscious process whereby the continual flows of personal and social experiences are assigned to temporal categories, or time frames, that help to give order, coherence, and meaning to those events. Those cognitive frames may reflect cyclical, repetitive temporal patterns or unique, nonrecurring linear events in people's lives. They are used in encoding, strong, and recalling experienced events, as well as in forming expectations, goals, contingencies, and imaginative scenarios. Between the abstract, psychological constructions of prior past and anticipated future events lies the concrete, empirically centred representation of present. The social roles at family and time perspective as attributes of family attitude were investigated in correlation design. Participants made a family description - dreaming. Three time perspectives and three levels of social roles at family where separated wits content analysis. The psychology of time perspective focuses on the ways in which individuals develop temporal orientations that parcel the flow of personal experience into the mental categories, or time zones, of Past, Present, and Future. Results shows up moderate correlation between attributes of family attitude and time perspective. Contemporary students emphasize the importance of strong and serious relationship between two adults, that idea synchronize with today's situation when couple lives together without children rather long time and shoves up expectations to life style modifications for life style in future.

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Socialization in the new consumer formation. *Velta Lubkina, professor, Rezekne Higher Education Institution, Latvia*

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(for text see file A. Duurado)

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Considering the development of the readiness for self-implementation in a secondary-school adolescent it is important to take into account the fact that social interaction can have not only the true forms which lead to the personal growth of an individual but also the false forms which lead to self-destruction and personal degradation provoked by the social sphere itself.

Readiness is an integrative personality feature which involves motivation, abilities, skills, qualifications. When defining readiness we can determine the following three aspects:

- That of contents and structure
- That of process and dynamics
- That of contents and meaning

On the level of process and dynamics the readiness is viewed upon as activity, i.e. the readiness to self-implementation.

The criteria for and the aspects of readiness for self-implementation were analyzed. That is the achievement motivation, the attitude to one's inner 'self', the stand of social morality and

values of a person, the ability to develop psychological closeness with another individual and so on. We have carried experiments in two commercial schools in Riga. The priority directions were the following:

- 1) The introduction of module education, where the main stress is on the development of self-assessment, self-control, achievement motivation;
- 2) Adding dynamics to the teaching-learning process, which enriches the social experience of a secondary-school adolescent;
- 3) Professional training which helps a secondary-school adolescent to assess his or her individual skills and abilities in the chosen professional sphere and on that basis determine one's prospects.

The analysis of the results of these experiments shows the effectiveness of the methods used.

6. Social involvement and consumer citizenship education

Cases as tools to create sustainable awareness

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A social imagination on sustainable consumption

As we read in the last issue of the Worldwatch Institute “we need more examples to show that we have the means to apply the cleaner production concept, to let consumers make informed choices and to demand and provide environmental information” (Worldwatch Institute, *State of World 2004*).

Starting from this assertion, the paper wants to demonstrate how the use of good and best practices can contribute to the social learning process that the transition towards sustainability calls for¹. And it aims at doing so within the scope of the *Consumer Citizenship Network* that works to understand how the consumer can contribute daily to sustainable development.

To adopt more sustainable patterns requires first to become aware and to be informed about what can be changed and how consumers can really take action in the everyday life. Therefore, a social imagination on sustainable consumption has to be developed and promoted. This can be done by providing visions of what is actually happening in the consumption system and by creating scenarios of sustainable ways of living.

Cases of sustainable behaviours can be used as a tool to create a social imagination on sustainability, therefore a tool to catalyse change. The underlying assumption is that best practices work as models for replication and are able to build a bridge between empirical solutions, research and policy.

Design and scenarios

The proposed work originates from a strategic design approach, where the importance of a common vision is fundamental for the development of those visions and scenarios. Thus, taking some promising examples of on-going sustainable solutions around the world, we study how they can be used as cultural prototypes and initiatives promoters for the generation of a new culture, that is the base for the transition towards forms of more sustainable consumption.

In this framework, the role of the designer is the one of who produces not only artefacts, but also scenarios of daily life and new ideas of wellbeing. It is also to contribute to give visibility to these ideas, by encouraging a social design process, to which designers with their disciplinary tools might contribute as facilitators. To make scenarios means to detect the promising signals and clarify how they could turn to reality. By doing this, choices towards a more sustainable future are facilitated and promoted. Moving from the awareness that the transition towards sustainability in its daily life dimension would mean billions of people redefining the projects of their life, and moving from two key questions “how can people

¹ “The transition towards sustainability will be a social learning process in which human beings will gradually find out (...) how to live well consuming (much) less while regenerating the quality of the environment that is both the global ecosystem and the local context in which they happen to live” (Manzini E., Jegou F., 2003).

redesign their consumption behaviours?” and “how can people change and innovate towards more sustainable lifestyles?”, the role of design appears to be crucial: what can be designed is the result of an interpretation of images and ideas that have been socially produced. How the supply system can change its current models can potentially be determined by the demand system itself (Manzini E., Jegou F., 2003).

Thanks to a new global concern, new consumption patterns and new drivers are arising, though they are not so evident and within everybody’s reach. To extend the information on what is happening around and to make isolated success stories become widely known, a common communication method has gained attention and is often in use as a powerful tool for changing values and catalysing action: the use of case histories and best practices collections and databases.

Cases as tools for change

Among the various research methodologies, case studies were formerly used in the academic domain especially in the law, medical and social sciences, to extend later in the business and management disciplinary areas and even later across many other fields, such as design (Yin R. 1994). The increasing use of case studies took place even further and nowadays many institutions utilise them either as outputs of their investigations or as the core topic of their project².

The uses of case histories and best practice collections vary a lot according to the objective, the methodology and the targeted public. Though, one common trait can be found when they are used within the sustainability area: the will of raising awareness and bridging the correct information in order to promote and catalyse change for action.

Given that the transition towards more sustainable consumption patterns calls for a change in the consumer behaviour, globally the process that is underway when realising case histories on good practices mainly follows three steps:

- tell the consumer WHAT has been done (what?),
- tell him HOW it has been done (how?),
- give him the tools to actually CHANGE (act now!)

Even if from one side it is considered as a way to spread westernised and consumer-driven lifestyles, the globalisation of communication and the information society can also be seen as an opportunity for these awareness-raising processes. As a matter of fact, the communication of sustainability related concepts seems to rely quite often on these tools and methods.

Promising signs in the consumption patterns

Driven by these first assumptions and borrowing some basic concepts from sociology of consumption, there is a global accordance upon the recent empowerment of the consumer, due to major changes in society. As Heiko Steffens points out, “today’s paradigm is of the conscientious consumer citizen who ‘civilises the market economy’ and contributes to sustainability” (Thoresen V. 2003).

² See for example YouthXChange cases, the MOST clearinghouse Best Practices, the NASCA web database, the Eco.Cathedra eco-design products database.

Furthermore, grass-roots initiatives and forms of bottom-up innovation are significantly reshaping the demand system. Since globalisation and the information and communication technologies spread out, civil action has increased its power in networking, developing strategies and putting them into practice in a way that has never happened before.

Consumption is of course in part a social challenge that will require effective use of government regulations and fiscal policy to achieve the common good. But more so than most issues, changes in consumption practices will require millions of individual decisions that can only begin at the grassroots (Worldwatch Institute, *State of the World2004*).

It is globally recognised that some actions towards more sustainable consumption patterns are occurring and though some environmental trends seem to be alarming, on the other hands there are many signs that a number of individuals and organisations around the world have begun the transition towards a more sustainable consumption.

It is by looking at those signs and at how they are communicated and used as success stories that can help in the awareness process to make the consumer more aware and conscious about his power of change of the production/consumption system.

EMUDE: promoting and orienting a social learning process

The following scheme represents the “virtuous cycle” that cases of social innovation might activate to re-orient the societal actors towards a more sustainable consumption. The scheme has been realised for the SSA (Specific Support Action) **EMUDE**³ (*Emerging User Demands for Sustainable Solutions*) within the 6FP.

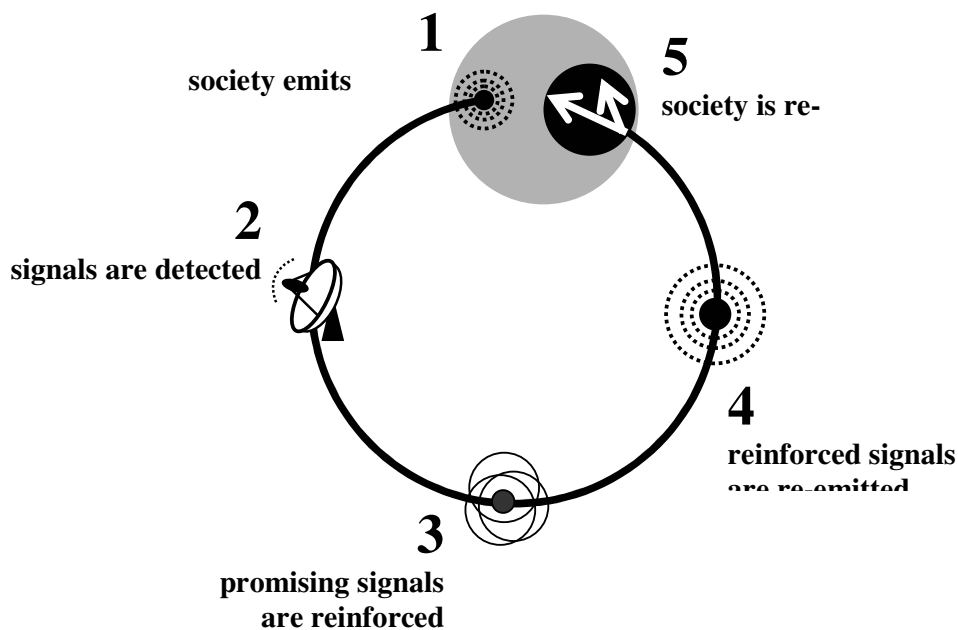


Fig. 1 Scheme of social innovation virtuous cycle

³ EMUDE (*Emerging User Demands for Sustainable Solutions*) is a Specific Support Action within the 6th Framework Programme. It is a consortium of 10 partners and a network of 8 schools of design, coordinated by Politecnico di Milano.

The underlying assumption of the project is that to see the emerging users demands and to recognize their implications are the first necessary steps towards the definition of new industrial and consumption approaches. And this is what EMUDE is collaborating to. The problem is that emerging demands and bottom-up innovations are not easily visible and recognizable. To overcome this problem EMUDE utilizes an original methodology, the information hunting (a methodological transfer from the fashion industry) and an original group of sensitive observers, the Antennas (that are based in 8 schools of design of different European –members and candidate- countries). Given their local dimension, these new emerging phenomena are “invisible” at the global scale and through the traditional statistical enquiry. In fact, being related to minorities, they escape statistics; being radically innovative, they appear where people is not looking at (at least if they are looking to society in a traditional way); being driven by a variety of reasons, they cannot be recognized on the basis of their explicit motivation (and we cannot discover sustainable demands simply asking to people if they are behaving in a sustainable way and /or if they are willing to have sustainable solutions) (EMUDE, *Description of Work*).

To be able to see “the new” that is emerging, what we have to do is to look at the micro-scale, to see what locally is happening and to be able to select, in the complexity of the present society, the cases that, for some reasons, appear as “promising” and to give to them an higher visibility. To get these results we have to organize a network of sensitive observers, the Antennas, that, for their position and expertise, may be particularly reactive to the emergence of “the new and promising”. In fact, to see it, it is necessary to use a methodology based on the direct observation. In other words: the methodology that has to be adopted is similar to the one used in the fashion sector to detect the new emerging “street styles” in the cool places, called “cool hunting”. Transferred to our field of activities, we will call this methodology information hunting: a way of gathering information based on a network of sensitive observers (EMUDE, *Description of Work*).

Facilitating the “virtuous cycle” of social innovation

EMUDE deals with demands that express breakthrough changes in behaviors and, consequently, ask for breakthrough strategies on the supply side. Facing these phenomena what EMUDE does is to observe, collect and select “signals” of breakthrough innovations (both on the demand and on the supply side) and, moving from here, to operate to reinforce them, i.e. to make them more visible and clear, and to re-introduce them in the society–through some selected stakeholders.

In other words, EMUDE aims to facilitate a “virtuous cycle” inside the on-going, wide and contradictory social learning process towards a sustainable system of production and consumption.

More precisely, the virtuous cycles that EMUDE intends to facilitate is the following: (1) society emits some (weak but promising) signals of innovation (in our case: sustainable behaviors and promising bottom-up innovation); (2) promising signals are detected (in our case, the info-hunting activity, i.e. the collection of the promising examples); (3) promising signals are reinforced (in our case: the info-shaping activity, i.e. the selection of these cases and the improvement of their visibility); (4) reinforced promising signals are re-emitted (in our case: the info-communication actions, i.e. the dissemination as a program of

communication targeted to well-defined stakeholders, decision makers and opinion leaders); (5) society evolution is re-oriented (in our case: RTD, managerial strategies and final users perception and demands are informed/inspired/influenced by the proposed scenario and roadmaps).

Facing this question, the EMUDE assumption is that, in the complexity of contemporary society, emerging users behaviors and bottom-up promising innovations are appearing. In particular, for what regards these emerging behaviors they frequently express new demands of products and services. I.e. demands that are expressed in different ways and with different levels of awareness, by people that, having sharply re-oriented their behaviors, express (radically) new demands of product and services.

It may be observed that, dealing with this issue, there are at least two main trends: one “tradition-oriented” and one “innovation-oriented”. The first one uses models and tools from the past, and its tendency to withdraw from the modern society. The innovation-oriented one, on the contrary, develops new models and tools (a way of doing that may be defined as “sustainable modernization”).

Examples of promising cases

Adopting the functional thinking approach definitions they may be defined as: food preparation, house keeping, communication and distance work, local mobility, caring for people, home heating and cooling, entertainment and body care. Some well known practical examples of emerging users behaviors are: to choose organic sustainable food and products that are delivered in the framework of a fair trade system; to share or to pool cars and domestic appliances (as for instance the washing machines); to adopt new concepts of mobility; to enter in a co-housing initiative; to participate to a local exchange trade system (LETS); to adopt sustainable behaviors in relation to heating and cooling the home; to adopt new concepts of working and learning at home or in the neighborhood.

The following examples are selected cases from *Sustainable Everyday. Scenarios of Urban Life*⁴ and they are described according to 6 function-oriented areas:

1. Food (how do you prepare food?): ex. organic and seasonal produce
2. Things (how do you take care of things and the house?): ex. new barter organisations
3. Work (how do you work and study?): ex. distance working centres
4. Mobility (how do you move around the city?): ex. use cars better
5. Energy (how do you produce and use energy?): ex. sustainable cities and districts
6. Green (how do you look after vegetation?): ex. community gardens

1. Organic and seasonal produce

Some organic fruit and vegetable home delivery organisations offer solutions that enable farmers to establish direct connections with the urban end user, providing a delivery service for seasonal fruit and vegetables. In practice, they supply the subscriber with a weekly crate of fruit and vegetables, the contents of which vary according to the season and what has actually been harvested. This is the case of *Odin* in The Netherlands (www.odin.nl), *Le Campanier* in

⁴ *Sustainable Everyday. Scenarios of Urban Life* is an exhibition and a book realised by Ezio Manzini and François Jegou (www.triennale.it/triennale/sito_html/quotidiano/index.html). Scenarios of what life could be like while carrying out everyday activities are presented and supported by real cases.

France (www.lecampanier.com) and *Aarstiderne* in Denmark (www.aarstiderne.com). A similar service is also provided by *Handan Organic Vegetables* in China.

2. New barter organisations

New forms of barter are appearing all over the world. Organisations that advocate such dealings are known by various names: LETS (Local Exchange Trading Systems, www.ithacahours.org), SEL (Système d'Echange Local, www.selidaire.org/logitheg/intal/sec.htm), BdT (Banche del Tempo, www.comune.fe.it/bancadeltempo/bankitalia.htm), but they are based on the same principle, i.e. solidarity, reciprocation and exchange (of goods and services, but also time and skills). These organisations constitute the contemporary, metropolitan evolution of the mutual help that neighbours have always given each other to accomplish everyday life activities of taking care of the house.

3. Distance working centres

The spread of Information and communication technology is changing the way we work and the places where we work. This has led to a request for new support services. Consequently, we see the opening of the neighbourhood offices (tele-cottages) and support services for people who work from their own homes. Examples come from *Mizen Telecottage* in Ireland (www.westcorkweb.ie/mizen/tc.html), *Proxima* in Italy (www.asnm.com/proxima) and *Virtual Office* in Brazil (www.virtualoffice.com.br).

4. Use cars better

Car sharing (a way to optimise the use of cars) and car-pooling (a way to optimise each car journey) are initiatives that have developed in the field of alternative mobility over the past few years, giving rise to a real international movement. Just to give an idea of the size and the scale of this movement we can name *Stattauto* in Germany (www.stattauto.de), *I Go* in Chicago (www.i.go.cars.org), *City Car Club* in Finland (www.citycarclub.net), *Autoshare* in Canada (www.autoshare.com), *Mobility* in Switzerland (www.mobility.ch), *ICS* in Italy (www.icscarsharing.it).

5.

Many cities have developed plans to exploit various renewable energy sources and construct bio-climatic buildings. The *Kronsberg* case in Hannover can be quoted as a first example: on a neighbourhood scale, it integrates solar panels, wind generators, co-generation systems and bio-climatic building with high standards of environmental performance. Other similar examples are in *Vauban*, Freiburg (www.vauban.de); *Goteborg* in Sweden (www.goteborg2050.nu); *Vikki* in Finland, *Las Gaviotas* in Colombia and *Pefki* in Greece.

6. Community gardens

The local answer to the lack of vegetation can be seen in self help organisations that aim to recuperate run down or marginal urban areas and turn them into shared gardens. In these gardens, residents have the opportunity to cultivate allotments of land and while doing so exchange expertise and share gardening experiences. In Great Britain alone, there are 1.200 cases of community gardens, members of the Federation of City Farms and Community Gardens (www.farmgarden.org.uk). However, it is possible to name many other examples e.g. *Alice Griffith Community Garden* in San Francisco, *Clinton Community Garden* and *Green Guerillas* in New York, US and *Orti del Tempo Libero* in Milan, Italy (www.cantierisola.org/bio/altre/schede/boscoincitta.htm). Further, the Canadian association *Evergreen* (www.evergreen.ca), which develops programmes for the naturalisation of urban areas with direct citizen participation, should also be included in this perspective.

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Debt prevention – A Future workshop

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Where and how does today's youth learn money management?

How can they be steered towards coping with potential debt creation?

Schoolchildren must learn and experience considerably more in education about money matters than simply receiving information about the credit business, instalment payments, insurance, etc., since the competence and skills that are required go above and beyond cognitive learning alone. What is required above all is meditation of a conscious awareness of their own desires and wishes for the future, which are all too often associated with (the acquisition of) material good,

An important component of the activities related to (teaching) preventing debt creation is to track and bring light the associations between possessing and desiring material goods. After all, goods and possessions are utilized to make the individual's life more comfortable and to gain recognition from society. Consumer goods satisfy wishes and desires, serve a certain social purpose, and last but not least, also function as rewards and affirmation. As such, strong emotions are associated with consumer goods, and this emotional charge is frequently overlooked in educational programmes for youth. Yet, it is precisely these hopes and desires for a comfortable and secure future that determine our actions.

Advertising has captured these associations and addresses itself especially to this emotionality when seeking to arouse an interest and desire for certain products. Recognizing this process and experiencing it in oneself is an important component in the future on debt prevention. Saint d'Exupery pinpointed this when he wrote:

"If you want to build a ship, call upon people not to draw up plans and build the ship, but teach them to desire the experience of the wide open seas."

This appeal to freedom and self-determination has been answered in the flood of advertisement for consumer goods and manipulated to serve the purposes of the advertisers. The dream factory has always known the answer when young people seek to conquer the world and gain recognition, and it is adept at connecting these desires with their products' image.

Debt creation is also related to possessing things and displaying them to others, either to be on a par with them or to distinguish oneself from them. In today's consumer society conspicuous consumption and the associated social status-seeking are so predominant that debt creation is taken for granted. The ease of obtaining credit favours this situation.

If an educational programme on the subject of debt prevention is to succeed, it must not overlook these associated factors. In our search for a suitable method by which to offer students the means to develop an awareness of their attitudes towards consumption and to

share and increase their knowledge in a group setting, we came across Robert Jungk's concept of a future workshop. In numerous workshops we were guided by Jungk's thought that "there is more knowledge in everyone that he is aware of; what is important is to bring this >treasure< to light."

We wanted to depart from the method of >preaching< to students and have found a method in the future workshop concept that enables students to develop greater self-awareness and to involve them in the learning and acting process more meaningfully so that they may approach new areas of learning more independently.

We have expanded on the model of the future workshop through information blocks that have thus created a sort of learning workshop. The differentiated methods in the individual learning phases are designed to enable students to recognize now the importance of issues and problems that may only arise much later in their daily lives. In implementing methods that are presented as a game, they are motivated to deal with issues that, if taught in a traditional sense, would come off rather awkwardly.

The future workshop of debt prevention contains methodological game components and information building blocks structured into four work phases. In the **Orientation phase** participants' expectations of the workshop are noted, and their attitudes to the specific issue of debt prevention are compared with the current programme design.

In the **second phase**, the so-called **Awareness phase**, we approach the issues in order to gain new knowledge and, through group work games, to look at the subject of debt from all aspects. In the discussion of household expenses it is absolutely necessary to deal with the topic of advertisement. Again, students will work out results and experiences interactively. Our work has demonstrated that this method contributes significantly to building the motivation that is vital in the later phases of the future workshop. The students' latent knowledge and attitudes towards advertisement are brought to the fore and applied in creative role-plays. Participants, in small working groups, have a choice of media through which they may execute their given task, such as making a video, creating a skit, compiling a photo collage, or producing a talk show. The given task may be to create a loan shark's TV commercial, to enact a sales excursion during which peddlers sell their wares, or to rouse interest with a talk show or photo collage with the aid of newspaper ads or radio spots. The individual working groups are given specific assignments and detailed instructions, although the actual work procedure is left to their own discretion. It has been shown that by investigating how a professional advertising agency actually works students gain valuable knowledge.

It is an important goal of consumer pedagogy to empower youth to assess advertisement critically so as to establish an independent viewpoint within society. In the foreground of these activities, it is necessary to work intensively on watching and analysing advertising on television and in the print media to see what conscious means are implemented that lead consumers to obtain goods that they might otherwise not necessarily purchase.

In the information components >Youth Marketing in Credit Institutions<, >Children and Advertisement<, >Debt<, and >Insurance<, important details are transmitted in brief that crop up again in the method elements significant to the games of >Creditpoly< and >Insurance poker<. The >Creditpoly< and >Insurance poker< games are based on the structure of the well-known conventional games in that one throws the dice, cards are drawn that tell you if

fate will wrap you up in more debt or if fortune will bring sudden windfall. Students learn something about the causes of debt creation through these games. In >Insurance poker< they learn something about sensible and non-sensible insurance policies in a given case. Both games are, however, only simulations and cannot as such wholly recreate reality. In the >Creditpoly< game the individual groups must pay careful attention that the rules are obeyed, but it is nevertheless foreseeable that debt creation may cause frustration in some students. The emotional aspects of being indebted must be omitted from discussions that follow up on the games. More in-depth information building blocks are part and parcel of these games.

We are grateful of the German Caritas Organization in Freiburg for providing us with the video >Cash for Kids< as a case study. We highly recommend that the video be shown to the whole classroom in its entire 9-minute length. The film shows impressively how closely debt creation and friendship and love are connected. We know from the reality of debt counselling that this is indeed often the case. In the follow-up discussion to the video, or as the case maybe, in the reading of the film transcript, it should be made clear to students what commitments they are taking on if they act as the guarantor of a loan.

The two game elements >Downward Spiral Scenario< and >Dream Life< come closure to the awareness phase and as a sort of pedagogical climax. For one, students are confronted with the fictitious scenario of a household that is (heavily) indebted. They are then encouraged to design a coping strategy for an imaginary person. At the end of the work in the >Downward Spiral Scenario< they are asked to present their own personal >Dream Life< in terms of how they envision their lives at 20, 25, 30,65 years of age, in terms of career and family. The paradoxes which emerge between the individual and fictitious ideal lives and the scenarios will be significant again for later activities in the future workshops.

In the Fantasy Phase the issue of future quality of life is investigated in various ways in order to uncover the associations between personal consumer behaviour and the notion of quality of life.

In the card game >What do you need to be happy?< we have come up with similar results in past workshops; that is that despite students` awareness that the future workshop is about the relationship of spending behaviour and debt creation (the desire to possess), the answer cards often contain the following responses: "My happiness is largely dependent on my having friends and my mother and father having more time and paying more attention to me." Other non-material things such as "staying healthy" and >"safe environment" were and are often mentioned. It is interesting to note that students have a definite sense that the potential to have and possess is not the only key to happiness in life. Why it is that the material is so often in the foreground is a question that must be investigated together with the students. Various key questions are meant to get to the bottom of the matter in the group discussions.

Students are encouraged to deal with their visions and hopes for the future by means of the guided fantasy

Voyage on the >Dream Ship<. Students sit in a circle and listen to the account of a dream journey and allow images to take in their minds. At the end of the dream journey they are each asked to draw their dream on a sheet of paper, either in detail or with a few symbols, as they please. The pictures allow them to express and define their desires via a medium other than language. In pair discussions the students talk about their visions and then provide feedback to the whole group. Results are compiled.

From the contradictions resulting in the awareness phase and the fantasy phase we move to the **Implimentation phase** and try to look for ways to realize these dreams in real life. It is part of the learning process to become aware of varying viewpoints through role plays, to practice reactance, to discuss controversial viewpoints and to take the first steps to putting what has been learned into practice. The role plays contain a general description of a situation and the roles for the various players. The following situations are enacted: a visit to a loan shark, buying a new suit that may be too expensive, what to do if someone shows up at the door and wants to sell a subscription. There is also a >Less is More< scenario where lifestyle and the associated expenses to maintain it are discussed. Another vital component is gathering on-site information such as at a bank or savings and loan institution where pertinent questions that have been worked out beforehand are asked.

It is important to keep in mind that the procedure to be followed in a future workshop ought to be flexible in what that materials and game elements be utilized by the teacher as a sort of toolbox from which he uses and applies his instruments to fit the knowledge level of the students involved. The methods have been tried and tested in various workshops and, as such, have proven useful for both classroom instruction and teacher training in the future. It would, of course, be fruitful to envision the future workshop taking place over the course of a few schedule project days since it becomes rather more difficult if there are only two or three-hour time blocks allotted for it. As the future workshop relies heavily on visualisation. E.g., poster work, a concentrated time block would be better enable students to pick up where they left off.

TO TALK ABOUT CONSUMERISM IS TO TALK ABOUT RESPONSIBILITY

Nieves Álvarez Martín.

Director of the European School of Consumers

“Society nowadays is more and more selfish, only success and personal glory matter. If you can have two cars and you only have one you are a complete idiot. This is the criterion.” (José Saramago)

1. TO START

Consumerism is a fact that has structural effect and represents a key point on the lever that moves the globalized world in which live. Social relationships are tarnished with this consumerism bug that reaches unsuspected heights. It has gone so far that we could easily ask: “Do we consume in order to live or do we live in order to consume? The desire to consume (to satisfy real or false needs) sprouts everywhere. Globalisation of the economy and visual messages bring the joys of consumerism to citizens from all points of the compass, from poor countries and rich countries, and paradoxically, neither one nor the other manage to achieve what they really desire or need (with the exception of a very small minority). Seventy thousand people die of hunger in the world every day and almost 900 thousand suffer from malnutrition. Child exploitation is a well-known shame. We know that more than a quarter of a million children (between 5 and 14) work and that more than half do so in conditions of slavery. Many important companies produce the evil called “The Third World” because the workforce is cheaper (especially if there are children) and working conditions are undignified but profitable. In other words, in the whole process those who come off worst are those with few or no economic resources, because, as Galeano says, “ things made to last die at birth, and there are more and more people who are thrown onto the rubbish dump no sooner than being born.”

Consumerism, as well as covering needs, generates false hopes, frustrations and dependence. Advertising is not an innocent party in the whole consumerist and irresponsible process we face, and it is its most cunning mouthpiece and effective aid guiding our acts of consumerism. As stated in the slogan of a football video game “it is as if someone else was doing the thinking for you, as if there were a number 12 telling you what to do”. However, advertising not only tells us what is good for us to buy, but furthermore, through its skilfully honed techniques, gets us to buy it or makes us want to buy it. The hypnotic effects of the product that manages to make us fall under its charm last a very short time, a new need and a new dependence appear immediately. Consumerism is replacing political and religious ideals, and it has become a new ideology that can count on a greater number of acolytes than we can imagine. The places of worship (shops and shopping centres) are full of practising believers.

2. CONSUMERISM AND DEVELOPMENT

“Developed” societies have reached this position of non-solidarity, impossible to maintain for the rest of the world. It would be necessary to waste the resources of three planet Earths in order to obtain what we have and that, even then, we are not happy with. I quote Galeano once more because he graphically states that “ the 24 developed countries which make up the

Organisation for Cooperation in the Economic Development of the Third World produce 98% of the toxic waste of the whole planet”.

Development has come on in fits and starts and consumerism is inspired by advertising, (fundamentally) bearing in mind economic interests. The hallmarks of this development are clear: there are fewer and fewer companies, and these are bigger and bigger; world scale production is increasing with giant steps and demands that consumerism increase in an exponential way so as to guarantee profits and maintain growing production; money is the main actor in the world, the stock market moves at a dizzy rate in order to generate profits. This said, of the more than 400 billion dollars that move freely around the world, only 10 represent real payment for products (the rest? speculation); economic power is very concentrated and north-south differences are increasing every day; all this runs alongside a growing destruction of the environment, citizens feeling unsafe, aggression, pollution and the exhaustion of natural resources.

Therefore, to talk about consumerism and development is to talk about responsible consumerism and sustainable development. For ethical reasons it cannot be otherwise. That is to say, when planning development we should think about what we have been saying up to now (as consumers we have less influence over this) and when deciding on consumerism (here as we consumers we can clearly intervene) we should consider different aspects (not only the economic aspect). These aspects make a clear reference to the environment, to the working conditions of the people who are behind products, to rational buying of necessary products. Knowing how to choose..., in short, being aware that each time we buy something we are placing our vote in glass ballot box which makes the world head in one direction or another. The act of buying, consuming, using different goods, products or services is not neutral, rather it has a decisive influence on the construction of the world in which we live. For this reason the responsible consumer is one who is aware that he is a citizen of the world and acts in consequence of this. In other words, as consumers we must be clear that in order to act as such, as well as satisfying our needs, we are collaborating in the productive process, which in turn has environmental and social repercussions. In order to be responsible consumers we should bear in mind the business practices behind products, think if we agree with them, support and promote them with our purchase.

3. RESPONSIBLE CONSUMERISM

Everything clearly points to considering that we, consumers, are part of the solution, that with our choices of consumerism we can bear on the economy and on the world in a more direct way that we have thought possible up to now. An aware, critical, responsible, socially-committed and guided contender tends towards the promotion of activities (purchasing and use of goods, products and services) which satisfy nature and people alike, and hence makes an excellent contribution to sustainable economy and is an effective pressure instrument in the face of the market.

When we talk of Responsible Consumerism horizons open up and the possibilities of defining the term are as diverse as the very activity of consuming. In wider and wider studies, carried out on the facets that should be considered in responsible consumerism, these are normally structured in three large blocks

Ethical critical and responsible consumerism

When we talk about ethics we talk about austerity in consumerism. We are criticising from this viewpoint the uncontrolled economic growth based on the colossal gaining of profits. We question consumerism understood as being squander and as the only way of getting happiness and social well-being. In this proposal we ask consumers to take into account ethical situations, critical attitudes and to consume in a responsible manner, without thinking only in oneself, but more in society as a whole and in future generations.

Ecological and sustainable consumerism

In this section we include the daily practice of the four “R’s” which serve the needs of the environment: reflect, reduce, reuse and recycle. That is to say, the consumer must once again bear in mind that their decisions are not neutral, that have a decisive effect on the environment, in order to adopt decisions that influence positively and eliminate or give a viable alternative to those which have a negative effect. Many NGO’s include in this section elements that are related with ecological agriculture and livestock farming and a clear option for the production of handcrafts, and so on.

Socially-committed and fair consumerism

In this final section we find aspects related with the social relationships that entail the act of consuming, not to be blind to the way a good, product or service we use, has been produced. In other terms, we have to bear in mind the working conditions, employment, or not, of children, experimentation on animals, and so forth. The most socially-committed NGO’s in this field vouch for production with fair salaries and (without discrimination on grounds of colour, gender, place of birth, religion, etc.; promoting alternatives of production that make fair and socially-committed trade possible and which generates a new economic order in which we reduce the differences existing between the North and the South.

4. SCHOOL IN THE EYE OF THE HURRICANE

School is called upon to bring about changes, to create concerns, to open new windows onto the future. Training forms part of the integral training of the person. In today’s society education cannot be understood without training persons so that they may be capable of facing up to each other, getting involved with each other and acting in a critical and responsible way in the consumer society. We are dealing with lifelong learning, which contributes clear concepts, efficient procedures and positive attitudes, which bring about the appearance of habits socially in line with responsible consumerism. School and we, ourselves, teachers committed with the time in which we live, must participate in the development of the curriculum through activities which integrate into school life the current day concerns, problems and proposals affecting pupils (in relation with consumerism), in such a way that they can analyse phenomena, describe situations, look for solutions and put forward coherent alternatives with responsible consumerism.

The teaching staff must propose scenarios where science plays a part in everyday life, in which we learn learning, not only the history of each subject (mathematics, sociology, language, geography, chemistry, and so on) if not the unit of science in order to know the real situation, interpret it, propose alternatives, resolve problems.

The world revolves around consumerism. Consumerism has become the focal point of our lives. Children, the young and the old listen (we listen) to the sirens, the music by the new Pipers of Hamelin and they fall (we fall) into consumerist temptations. By examining

practical experiences in this field, in the classroom, means opting to involve the students in levels of thought and identification of processes and problem solving.

In short, we (consumers) are part of the solution; we can and must try it. We can succeed in what we aim to do (educate in an integral way) learning and teaching to consume in a responsible way, which implies backing consumerism that is at the same time ethical, critical, ecological, sustainable, socially committed and fair.

The EEC, which is the only one of its kind, focuses most of its efforts on the development of practical workshops and useful didactic material for Consumer Education. All material designed is based on practices and practical situations which promote responsible consumerism and sustainable development.

Approaches and strategies are promoted so as to provide consumer-citizens with clear concepts, efficient procedures and responsible attitudes in such a way that they feel involved, critical and socially committed towards the environment surrounding them.

We promote various kinds of didactic activities in schools and education centres:

Curriculum development projects

These projects are relevant throughout the school year and affect the whole school (or various classes). The teaching staff are motivated to develop these projects in Infant Education (3-6 years), Primary (6-12) Secondary (12-16), Bachillerato (School leaving certificate) and Professional Training (from 16 onwards) and Adult Education (Life-long learning). Over the last 9 years the ESC has been promoting projects in schools and education centres that would come under the category of “ECO-CONSUMERISM” and have been widely acclaimed. The projects run along the following lines:

- Wide, multi-sensorial observation of the milieu.
- Identification of environmental problems and responsibilities
- Anticipation of the consequences of actions undertaken.
- Role plays and games involving comparative analysis
- Scenarios and basic laboratory experiments, where students analyse phenomena and possible alternatives in order to solve the problems detected.
- Conclusions are drawn and diffused via effective, didactic, and entertaining methods
- Action is taken.

The following projects are being carried out following this strategy plan:

- “Ecology around the home”, Special Education Centre “Pintor Martin Sáez”. Development of an integrated training plan concerning ecological responsibility. The process:
 - Observation of behaviour and phenomena (saving energy in the education centre, use of waste paper baskets and containers for different kinds of waste products, etc)
 - Identification of problems, launching informative campaigns offering alternatives, ... (use of school radio)
 - Practical selection of waste items and use of the appropriate containers.
 - Re-using and making use of unwanted articles (in art, as ornaments, making toys, recycling paper, soap-making, and so on)
 - School greenhouse with ecological growing techniques.

- “The Talking Rubbish Bin” which talks about our consumer habits. Gerardo Diego Primary School – a demonstrative and educational project introducing its pupils to the real situation. The process used:
 - Commented reading of a story with the same title as the project.
 - Observation of the milieu, examination of objects thrown away that can be reused or recycled. Field trips in order to generate new activities. Asking the question “Why....?” and providing answers.
 - Multiple considerations on “buying rubbish”
 - Comparison and classification of items in terms of ecological cost, raw materials, conversion cost, possibilities of reuse and recycling, the waste these items produce, etc.
 - Analysis of the different ways of obtaining products, polluting, reducing the consumer chain and unnecessary spending and waste.
 - Comparative analysis, seeking relations, constructing processes. Conclusions.
 - Proposal of action to be taken on the milieu.

Groups of young researchers

We have been able to create groups of young researchers in and outside the classroom. Some of these groups have carried out rigorous studies that have deservedly won national and international awards.

- “Consumerism and energy” carried out by students from the Leonardo Torres Quevedo Secondary School, which planned, developed drew conclusions and proposed actions concerning the level of consumer awareness of the kind of energy they use, what they consider to be most suitable, where information can be obtained and how to act. The group carried out a wide amount of documentary research, produced useful didactic material to teach about the different kinds of energy, their domestic use and the possible consequences on the environment. The process:
 - Design and development of field research; design of objectives, hypothesis, choice of the scope of the sample, production of a questionnaire, training the interviewers, carrying out the questionnaire, processing the information, getting results, passing on the results, action proposals and proposals for consumer information.
 - Design and development of a complete process of documentary research: deciding on the study method, reading and in certain cases translation and summarising of texts, organisation of texts in charts and synoptic graphs, diffusion of results via leaflets and a practical didactic exhibition.

The group presented their work and conclusions at a school event, participated in a debating competition on the subject and was awarded a prize for the work carried out.

Field research trips

These kinds of activities propose observation activities concerning specific phenomena and demonstrative methods that help participants to find out about phenomena, surrounding spheres and negative methods for the environment. For example:

- “Tracing a river”, as its name suggests, this activity consists in analysing the same parameters (of visual observation, analysis and population surveys) at different points of the path of a river from its source to where it meets the sea. The process was as follows:
 - Observation of the vegetation of the surrounding area (types, the aspect they present) colour of the water, rubbish in and around the river, activity (factories, human activity, nearby settlements, etc)
 - Carrying out simple tests in order to measure: the speed of the water, presence of foam, particles in suspension, temperature, acidity, etc.

- Identification of the life in the river and analysis of the bio-indicators for contamination
- Surveys focussing on the inhabitants of the river area
- Observation of the evolution of the parameters, to see if they bear any relation with the activity of each zone.
- Identifying responsibilities, proposing alternatives and acting consequently

Practical workshops

At the ESC we have designed and published an infinite number of practical workshops on consumerism, a good deal of which focus on Ecology. For instance, “The four “R”s” “Selecting rubbish” “ Square rubbish” “Black points” “Paper and cardboard recycling” “Packets, Packaging and other items” “Reusing and recycling” “Sprays, detergents and other household products” “Looking at plastic” “Clean play” “Sounds and noises” “The water battle” “stain removers” “The river” “buying ecologically!” etc, etc. One of the most loved and most innovatory activities of the ESC, as far as we, and our visitors are concerned, are the interactive workshops and the permanent exhibition. There are three exhibits that deserve a special mention:

- “Acid rain” a practical demonstration of its effects on plants: the process is as follows:
 - Three identical plants (we use small perishable plants)
 - Each is watered in a different way: one with non-contaminated water; another with a product made up 50% of non-contaminated water and the other 50% with a highly acidic product (vinegar); the third plant is watered with vinegar only
 - Observation of the results: we can see the difference.
 - “Soil contamination”, a practical demonstration of its effect on white carnations. The process was as follows:
 - We need: two groups of white carnations cut to leave a long stem
 - Two tall recipients; one with only water and the other with coloured water.
 - We leave the plants for a time and then observe the result. We will see that the carnations in the recipient with coloured water are tinged with colour. This can happen with the foodstuffs we consume.
- “The plastic rings for binding drink tins ” a practical demonstration of how to dispose of them .
 - Take a pair of scissors and cut the binders up into little pieces
 - The ideal situation would be not to consume these type of products or to be able to throw the waste into a recipient for recycling
 - Plastic demonstration of the effect of not cutting up the rings
 - A debate on the possible alternatives

Other play activities

- Games, dramatisations, sketches, making toys, making exhibitions of pictures made from waste material; setting up an exhibition; doing a photographic safari; finding jokes, making up stories; writing songs, poems and so on.

5. AND IN THE END WHAT MATTERS IS TO TAKE ACTION

Training, information, play activities are not and should not be a mere matter of decoration or a simple way of drawing our attention to the phenomena that create environmental problems. It is also necessary in each process, in each type of activity, in each didactic resource to include strategies that motivate the consumers into taking personal action (helping them choose to buy and live with ecological issues in mind) and group action, influencing

decisions, making a stand against contaminating phenomena, and becoming socially committed towards the environment. Simply being aware is not enough if no action is taken.

To sum up, we (as consumers) are part of the solution; we can and ought to try to solve problems, to give alternatives to prevent situations and above all not to be kept in the dark.

We can achieve what we set out to achieve (that is teaching in an integrated way) learning and teaching how to consume in a responsible way, which means betting on consumerism that is ethical, critical, ecological, sustainable, socially committed and fair.

SAFEGUARDING CHILDHOOD IN THE CONSUMER SOCIETY

Leena Greaffe, University of Helsinki, and Taina Mannist, Finish Consumer Agency, Finland

Commercially motivated efforts to influence minors have been constantly increasing and younger and younger age groups are becoming the focus of marketing. There is nowadays a tendency to see children as small adults with purchasing power. Although children possess an amazing technical dexterity, they are not adults when it comes to maturity for decision making. Children do not understand irony, understand messages in a concrete way, and learn behavioural models directly from advertising. The importance of minors as a consumer group is beginning to be understood to a growing degree and new forms of marketing with specifically them in mind are being developed. There is a direct linkage between marketing aimed at minors and the consumer behaviour of families with children. Marketing is being used to make also products belonging to the everyday lives of adults interesting to minors. Marketing significantly influences the attitudes and future purchasing behaviour of minors. It is important to get brand-loyal adult consumers. A minor's ability to receive and recognise advertising depends not only on age and development level, but also and significantly on the medium used. Therefore the permissibility of advertising aimed at minors can not be determined only on the basis of the target group's age; the evaluation must also take account of the marketing instruments used. Alongside traditional forms of marketing, the use of various instruments of interactive marketing to entice minors into becoming customers are becoming increasingly widespread. Minors are becoming more and more exposed to ever more sophisticated marketing communications. However, their ability to appraise advertising has not developed in pace with the marketing instruments used. The guidelines on marketing aimed at minors are currently being revised in Finland, something that has prompted major discussion in society. The draft guidelines have been posted on the Internet and all citizens and representatives of the business sector have had the opportunity to comment on them. Public meetings have also been arranged in relation to the theme.

Wellbeing

The starting point in raising children is to ensure their balanced development and wellbeing in accordance with their individual needs and wishes. Positive and close human relations between the child and its parents are central. The child must be guaranteed good care and upbringing as well as the supervision and care appropriate to its age and development level. The aim must be to give the child a secure and stimulating growth environment. In addition, a child must not be dominated, disciplined using corporal punishment nor treated in any other degrading way. The child's independence and growth to adulthood must be supported and promoted. The status of children has been quite well protected in Finland.

In our society the protection of children has been a clear value, and it has not been called into question. The new national value foundation for early childhood education and care (ECEC), in accordance with which the values adopted in Finland are based on the central international conventions defining the rights of children, national regulations and other guideline documents, has a similar orientation. The most central value enshrined in the Convention on the Rights of the Child is the child's human dignity. In relation to this fundamental value, the Convention encompasses four universal principles, which are:

- prohibition of discrimination and the requirement that children be treated equitably
- the best interest of the child,

- the child's right to life and harmonious development,
- taking's the child's opinion into consideration.

It is important in our society to emphasise the inherent value of childhood, cherish it and guide children in their human growth.

Who has responsibility?

Nevertheless, there are phenomena in our society which demonstrate that the concept of children's wellbeing is not self-evident in all contexts. There has been a discussion as to whether a child can be a consumer and what the respective responsibilities of parents and the market are with respect to protecting children.

The responsibility for bringing up children is emphasised in the Constitution of Finland and the International Convention on the Rights of the Child. A limitless flood of advertising messages has an adverse influence on a child's development and jeopardises the discharge by parents of their responsibility for upbringing. It is not acceptable to appeal in marketing to parent's responsibility for childraising by prompting feelings of guilt. Advertising in which human relations are commercialised inappropriately creates an image in which human dignity, quality of life and good social relations can be bought.

If marketing ignores the responsibility – the right – of parents to bring up their children, it is contrary to good practice. If it contravenes good practice, or is contrary to the fundamental values that we generally accept in our society, it can be intervened in under the Consumer Protection Act.

Parents are entitled to be able to trust that the business sector is bearing its social responsibility by respecting their power of decision and leaving them in peace to bring up their children as well as by observing children's right to a balanced growth environment. What is expected of the business sector is a sense of responsibility and reflection on how commercial attempts to influence people are recognisable, what limits are placed on them and what power of determination the individual has. Marketing commercial sex services to children is one example of a demarcation in which it is generally accepted that these services should not be marketed directly to children. But there are undoubtedly also other areas of people's most intimate private lives on which it would not be appropriate to focus messages used in marketing. There has been hardly any discussion of this in the advertising sector; what often matters most in advertising is that attention is attracted.

However, there is unanimity in our society on the following principles:

- it is important to keep advertising distinct from other material
- parents have a duty and a right to bring up their children,
- minors are not comparable to adults as decision makers,
- some material is unsuitable for children.

The child-raiser

Childhood demands child-raising and adults must meet this demand. Responsibility means meeting this demand. A child still needs responsible authority meeting the demand of childhood. In whom/what is this authority vested?

The Convention on the Rights of the Child has the goal of effectively safeguarding children's rights, as seen from the perspective of children and with their best interest in mind, and assigns the primary responsibility for their children's upbringing to parents themselves. Another aim of the Convention is to ensure that children's opinions are taken appropriately into consideration and that, to a degree commensurate with their level of development, they are given independent power of decision in matters concerning them.

The child's best interest is difficult to define, because the content it is given depends largely on the situation. However, the starting point in defining it must always be that the child's and its parents' interests are constantly in close interaction with each other.

The concept of the child's best interest must be regarded as the guiding principle of children's rights. In situations of conflict, it must be given priority over other principles. At the same time, the rights of parents may have to be limited.

From the perspectives of both advertising and consumer education, protecting childhood is a very challenging sector. In Finland we have already gained practical experience, for example in the debate surrounding the Consumer Ombudsman's "Children and Marketing Guidelines", how many questions such matters as discussing age can give rise to.

The psychologist Kari Kiianmaa has been especially concerned about children as consumers and targets of advertising.

Is traditional consumer education enough?

According to the traditional view of consumer education, schools must, with due regard to the child's level of development and maturity and taking the other goals of the curriculum into consideration, give pupils the kind of knowledge that will ensure that young school-leavers:

- are able to use resources sensibly and manage their own financial affairs,
- are able to guard their rights and know their duty as consumers,
- are able to deal with commercial attempts to influence them,
- are able to appraise the impacts of their own lifestyle and consumption on the environment and production/consumption from a global perspective,
- are able to choose and prepare nourishing and environment-compatible food and do their home chores sensibly,
- are able to evaluate the safety and quality of products and make use of product information.

In addition: "The objectives of consumer education at school are to educate independent, discriminating and informed consumers. Schools must equip the pupil with knowledge and insight into the conditions of being a consumer in a complex, multi-faceted society by providing basic knowledge in such areas as consumer law, personal finances, economics, advertising and commercial persuasion, consumption and the environment, global resources, housing, clothing, prices and quality, diet and health. They should contribute to making pupils aware of the influences they are exposed to with respect to lifestyles, consumer habits, values and attitudes."

In the background to this traditional thinking is a young person who encounters commercial information associated with marketing and identity formation as a teenager. In reality, children encounter marketing already before they reach school age. New thinking on marketing has brought a tendency to see children as small adults with purchasing power. Although children possess an amazing technical dexterity, they are not adults when it comes to maturity for decision making. They do not understand irony, understand messages in a concrete way, and learn behavioural models directly from advertising.

A need for uniformity and identification with a peer group as well as adoption of norms are part and parcel of childhood. A large proportion of children become socialised in groups of the same age and sex. In these groups, consumption and possessions play an important role in the achievement of status. A child learns to know itself by comparing itself with its peers. The changes that are taking place in the market require children to acquire, at an ever-younger age, an ability to act sensibly in the market. The gullibility associated with a child's development, on the one hand, and social pressure, on the other, put children in difficult situations of choice. Adults have a responsibility to help children see other alternative ways of gaining acceptance. Without the intervention of whoever is responsible for the child's upbringing, there is a danger that commercial persuasion can excessively influence the development of its identity. There is a need for new thinking, in which childhood, youth, parenthood, citizenship and adulthood are viewed as a totality from the perspective of consumption and sustainable development.

Citizenship and partnership in the consumer society

There is a linkage between threats of children and young adults being excluded and social relations, or more correctly the lack of them. The children most in danger of exclusion are those with least opportunities to receive support from their immediate community. In today's society neither parents nor experts on child-upbringing are capable of bearing responsibility for educating children on their own. In various life situations, the resources available to parents to support children's growth can be strained, and then they need help. An upsurge in cooperation in the field of child-raising and consumer citizenship can be seen as reactions to the aspects of social modernisation that are perceived as problematic, such as the fact that children are disengaging from the sphere of influence of the home at an ever-earlier age and the difficulties that young adults are having in assuming responsibility for their own lives. What is involved is becoming aware of the problems associated with social modernisation, but also of learning about possibilities to solve these problems, such as understanding parenthood more broadly than a concept of a biological relationship between child and parent; instead, it can be seen as a concept referring more generally to the upbringing relationship between adult and child.

Cooperation in the field of raising children is founded on Finnish traditions, but it also involves creating the prerequisites for the diversity of life situations in which children, young adults and families find themselves in the context of the society in which we are living in the new millennium. Also in today's society, the home bears the primary responsibility for upbringing, but cannot cope with this task on its own. That is why parents authorise others to act as parallel upbringers and as active actors in society in determining the common goals to which the upbringing of children should aspire. Cooperation in childraising is a citizenship founded on common goals and joint action. It rests on interaction between the members of the community and consultation concerning the goals and areas of emphasis to which the members of the community wish to commit themselves. What are the problems that there is a desire to tackle? What can be done together? The general idea in the background to cooperation is to develop the ways in which all of the parties with an influence on the growth environment of children and young adults work together, thereby enhancing the wellbeing of these young people and families. In practice, this general idea can find expression in many ways and contain different emphases in different contexts and at different times.

The consumer citizen's learning path from early upbringing to basic education

The new plan for early childhood education and care refers to “partnership in child-raising.” By this is meant a conscious commitment on the part of parents and personnel to work together in supporting the child's growth, development and learning at an early stage. This presupposes mutual trust, equality and respect for each other. Parents have the primary right and responsibility to raise their children and know them best. Personnel have the professional knowledge and competence their training has given them as well as a responsibility to put in place the prerequisites for partnership in child-raising and cooperation on a basis of equality.

The starting points in a child-raising partnership are the child's needs, and the actions it involves guide the ways in which the child's best interest and rights are realised. Within a partnership of this kind, the knowledge and experiences of the two instances most important to the child, its parents and the personnel who take care of part of its early upbringing, are combined. Together, what the parents and professional personnel know about the child provide the best circumstances for safeguarding its child's wellbeing. The values, views and responsibilities associated with a child-raising partnership must be discussed both within the community of upbringers and with parents. A partnership involves not only the attitudes that parents and personnel take to their shared task of upbringing, but also the concrete organisation of their cooperation and its application in a way that suits both parties. Personnel bear the primary responsibility for making the partnership, on a family-specific basis, a natural component of the child's upbringing from the very beginning. Parents are provided with opportunities to discuss upbringing both with respect to their own child and together with other parents and personnel. One of the goals of a partnership is also to promote the development of forms and methods of cooperation between parents.

Interaction between the home and school child-raising communities and cooperation to support the child's all-round healthy growth and good learning are also emphasised in the teaching plan. Interaction with the home increases teachers' understanding of children and helps them plan and implement teaching. Guardians have the primary responsibility for the upbringing and education of children and adolescents. The school supports homes in their task of child raising and assumes responsibility for the child's upbringing and education as members of the school community. The school must cooperate with guardians in a way that enables them to contribute to supporting the child's goal-oriented learning and school attendance. The goal of upbringing for which responsibility is shared is to work towards providing favourable conditions in which children can learn, security and wellbeing at school. Cooperation between home and school takes place on the level of both the community and the individual. This requires teachers to take the initiative in cooperation and calls for both discussion of and the provision of information on the rights and duties of guardians, teachers and pupils. The starting point in cooperation must be mutual respect and equality.

Their roles as educators and social actors feature prominently in the work of teachers. Education no longer takes place in the classroom only. Teachers are required to possess a competence broader than what they need to teach a narrow substantive subject. The importance of consumer competence is heightened, because everyday problems and dealing with them come up in the context of cooperation.

Case: Experiences of encountering the learning contents of consumer education and social work in the training of kindergarten teachers

The importance of service coordination in their cooperation with parents is emphasised in the training that kindergarten teachers receive. It is important that trainees are made aware of their official responsibilities and play their part in encouraging parents to take active roles.

In training kindergarten teachers, consumer citizenship can be discussed at the interface between consumer education and social work. In our own case, the totality is approached by imagining the trainees themselves as consumers and looking at their own knowledge and skills in this capacity, as well as where they can obtain information. It is not possible in the course of a brief visit to repeat the content of the necessary skill, but pupils do get an idea of the diversity of competences that a consumer needs, such as the following central ones: Skilled consumers are individuals who think analytically and take a critical view of consumption. They must understand matters relating to quality, price, service, resources, the environment and ethics. They must be informed about economics so as to be able to understand economic and global problems as well as the linkages between work and money, production, consumption, saving and lifestyle. They must also internalise how one's choice of lifestyle, new knowledge and technology are changing consumer habits and how these changes affect the home and the environment. They must also understand the criteria for rational choices as consumers as well as how the modern marketing mechanism and sales techniques function and the ways in which they influence markets.

We also discuss how teachers must be able to integrate this knowledge into their everyday actions. The lecture introduces six sub-sectors of consumer education and goes on to a discussion of consumer citizenship as a seventh dimension.

An important part of the studies concerns central methods of implementing consumer education, how to work with pre-school children when the subject involved is such an abstract one as consumption. The starting point in work is to explain the phenomena in a child's everyday life and to deal with experiences and feelings. Central matters are media literacy, the importance of toys in status formation and discussing it with the child. We also discuss suitable methods of consumer and citizenship education.

After the visit, the trainees wrote their reflections on what they had learnt, and this was included in their portfolios. The trainees found the theme new and positively surprising. Thanks to the visit, interest in doing a final paper on a consumer-related theme has increased.

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Students Attitudes to Future

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Attitude as a structure of beliefs influencing any field of the individual's activity considering him/her self, other people or environment generally. It deeply influencing consumer citizenship where the individual, in his/her role as a consumer, actively participates in developing and improving society by considering ethical issues, diversity of perspectives, global processes and future conditions. It involves taking responsibility on a global as well as regional, national and local scale when securing one's own personal needs and well-being (1). Attitude has close connection with experience in past and present, and to expectations to the future. About what kind of belief and experience structures we can discuss in such activities as using, choosing and creating. And what kind relation they have with time dimensions by definitions.

Cambridge Advanced Learner's Dictionary offers few explanations of these concepts.

To use (PURPOSE) - to put something such as a tool, skill or building to a particular purpose; (REDUCE) to reduce the amount of or finish something, by eating it, burning it, writing on it or changing it chemically; to consume; (TAKE ADVANTAGE, USUALLY DISAPPROVING) to take advantage of a person or situation; to exploit (2). This concept includes active participation of individual concerning to present, by the meaning to utilize something.

To choose - to decide what you want from a range of things or possibilities (2). This concept includes more compacted activities. Such conditions as resources are needed for realising this. The stress is put in present time in this activity and it has strong connections with past – resources finding or preparing of action.

To create (MAKE) - to make something new, especially to invent something(2). This action seeks for activity in new quality, to bring up something different from existing. The extra intention is involved in present time here. The dominating time perspective in this activity is future, because that action happened for influencing the times to come.

The attitude is very close related with any individual's behaviour in present and in future.

The present is hard to influence, but there is possibility to give input for future with strengthening or modifying structure of life style. The person's well being and life style is deeply reflecting in smallest close social group such as family. By the roles in family we can recognise the level of well being in present and to predict one in the future.

The attitude has been the main concept in different social sciences. G. W. Allport is given important influence in the development of belief structure by defining one. An attitude is a mental state of readiness, organized through experience, exerting an influence upon the individual's response to all objects and situations with which it is related (3). Traditionally, attitudes are considered to have three components: an affective, or emotional, component (how we feel about the attitude object or situation); a behavioural component (how we act toward the object); and cognitive component (our knowledge, beliefs, and thoughts about the object or situation). These three types of responses are often learned through experience from past and are influencing behaviour in future. The attitude as mental state of readiness is not researchable. Rosenberg M.I., Hovavand C.I., McGuire W.I. (4) proposed to investigate the evaluative responses to find out attitudes. In our research we are going to find out attitude to future and it is presumptive to explore through cognitive component. Cognitive responses are the self-generated thoughts and ideas that emerge from this inner dialogue between message

content and pre-existing attitudes. And in our research they self generated thought and ideas toward future, preset and family roles.

The future is one of temporal categories included in different fields of research, such as approaches to environmental degradation and sustainability of nature and human being in physical and mental meaning. The time-scale of the immediate past is concerned primarily with reactive approaches. It involves prevention oriented remedies and strategies for coping with improper disposal of industrial wastes and environmental degradation due to the acquisition of environmentally inappropriate products and practices. The time-scale of the present is associated with interactive approaches and is concerned with regulations and standards that ameliorate the harmful effects of those processes which might otherwise result in the creation of harmful products and services. The time-scale of the future is concerned with proactive approaches that prevent the degradation of the Earth, respect the Earth's carrying capacity and assure sustainability of essential resources, processes, and products through the engineering, and reengineering, of production processes and of organizations. A proactive approach to sustainable development would also include interactive and reactive components. Tragedies and crises will occur, despite efforts to prevent them, and reactive techniques may often be the only way to diagnose and remedy such situations. To achieve these aims requires a broad understanding of many scientific disciplines and technologies, and their interactions leading to an integrated knowledge base for the sustainability of the world resources in their broadest sense (5). Time perspective in psychology is a fundamental dimension in the construction of psychological time, emerges from cognitive processes partitioning human experience into past, present, and future temporal frames (6). Temporal perspective is often non-conscious process. The temporal categories play a leading – cognitive role in the relationship between personal and social experience that help to give meaning and order to everyday life events, and gives an influence on model of life style. They are used in encoding, strong, and recalling experienced events, as well as in forming expectations, goals, contingencies, and imaginative views. The psychological constructions of prior past and the concrete, empirically centred representation of present events lies the anticipated future. Future attitudes exert a dynamic influence on many important judgements, decisions, and actions. Zimbardo and his colleges have outlined how to study of psychological time in general, and of time perspective in particular, languishes on the sidelines of contemporary psychology.

They have developed a new reliable, valid questionnaire instrument to assess individual differences in this subjective time perspective, called the Zimbardo Time Perspective Inventory (ZTPI), with five factors. The Past - Negative reflect a generally negative, aversive view of the past and the Past -Positive reflects an attitude towards the past that is very different from the captured by the first factor. The Present Hedonistic reflect a hedonistic, risk-taking attitude toward time and life. The Present – Fatalistic reveals a fatalistic, helpless, and hopeless attitude toward the future and life. The Future reflects a general orientation. Zimbardo's work has shown (7) that present oriented individuals have a more practical attitude, tending to focus on reality rather than on expectations. People oriented towards the fatalistic present feel their lives dominated by external forces rather than by their own actions. They tend to see themselves as puppets in the hands of fate. The people have an inclination to fatalism, begin ready to take the blame for their failures and to deny their achievements. Future oriented people show great concern about the consequences of their actions, are self-responsible and super achievers. They are also ready to put a great deal of effort and ingenuity into their work, as they seek long-term gratification. These people are usually safe from emotional risks and tend to look after their health, thus avoiding long-term negative consequences: they stick to keep-fit schemes. They are good to avoiding temptations and

distractions and devote most of energies and actions to the achievement of a goal. However, these people are unable to enjoy the present. Between the our research are used factors strongly connected with future such as the Present – Fatalistic and the Future scales.

In this study, is funded out the dominating items for attitudes to future and family roles in personality structure by different participant groups and exploring matrix of intercorrelations among dominating Future and Present Fatalistic scale's items and family roles variables.

Methods

Participants of the study includes 30 university last courses students from different faculties with difference in family experience, 10 male persons (M) in age from 22 to 27 (do not have ones family), 10 female persons (F) in age from 22 to 27 (do not have ones family) and 10 female persons (FE) in age from 33 to 40 (have a family).

Research instruments. Data for this study are drawn from two data sets. The ZTPI is used to find out dominating Future and Present Fatalistic scale's items. It is rating scale with five points in ranking format(6). Future scale includes such items as "I believe that a person's day should be planed ahead each morning", "If thinks don't get done in the time, I don't worry about it", "When I want to achieve something, I set goals and consider specific means of reaching those goals", "Meeting tomorrow's deadlines and doing other necessary work comes before tonight's party", "It upsets me to be late for appointments", "I meet my obligations to friend and authorities on time", "I take each day as it is rather than try to plan it out", "Before making a decision, I weigh the costs against the benefits", "I complete projects on time by making steady progress", "I make list of thinks to do", "I am able to resist temptations when I know that is work to be done", "I keep working on difficult, uninteresting things if they will help me get ahead", "There will always be time to catch up my work".

Present Fatalistic scale includes such items as "Fate determines much in my life", "Since whatever will be will be, it doesn't really matter what I do", "It takes joy out of the process and flow of my activities, if I have to think about goals, outcomes, and product", "You can't really plan future because things changes so much", "My life path is controlled by forces I cannot influence", "It doesn't makes sense to worry about the future, since there is nothing that I can do about it anyway", "Life today is too compacted; I would prefer the simpler life of the past", "Spending what I earn on pleasures today is better than saving for tomorrow's security", "Often luck pays off better than hard work".

Kuhn and McPartland (8) Self – attitudes instrument is used to determine family roles in structure of personality.

A correlation as a statistical index is used to represent the strength of a relationship between time attitude in Future and Present Fatalistic scale's items and amount of family roles.

Procedure. Participants took part in research in the time of the study course. In the class room they full filled two questionnaires. The questionnaire with written instruction and 56 items was given to participant to identify dominating Future and Present Fatalistic scale's items.

The sheets with numbers from 1 to 20 in column was given to participants. They were asked to write done answers to question "Who am I?" in limited time for identifying the family roles.

Results

The finding points of several important themes. First, the dominating future attitudes attributes through Future scale's items in ZTPI. The items what get the biggest mount of points are "It upsets me to be late for appointments" (Q18), and "Before making a decision, I weigh the costs against the benefits"(Q 30), in the middle is "I believe that a person's day should be planed ahead each morning" (Q 6), and the smallest mount of point is given to "I take each day as it is rather than try to plan it out"(Q 24) and "If thinks don't get done in the

time, I don't worry about it" (Q9). All participants highly evaluate the importance of responsibly, the habit to analyse before decision making and to plane expected activities.

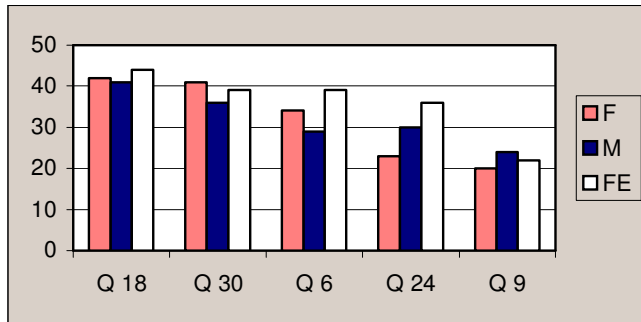


Figure 1 Dominating items through Future scale

Analysing results in different participant groups (figure 1) we can make conclusions that they have conditionally close cognitive evaluative responses to future. All of them highly evaluate their behaviour accordingly to appointments and before a decision making. Women with experience (FE) have stronger attitude toward plans for the day and flexibility.

Second, the dominating future attitude's attributes through Present Fatalistic scale's items in ZTPI. The items what get the biggest mount of points are "You can't really plan future because things changes so much" (Q37), and "Fate determines much in my life" (3Q), in the middle is "My life path is controlled by forces I cannot influence"(38Q), and the smallest mount of point is given to "Since whatever will be will be, it doesn't really matter what I do" (14Q), and "Life today is too compacted; I would prefer the simpler life of the past" (47Q). The important factor for all respondents are changeable life structure and fates role, but less important is complexity of present life.

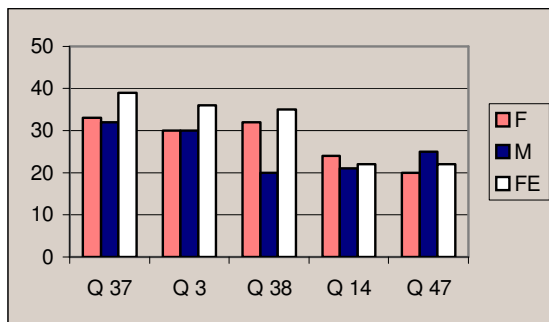


Figure 2 Dominating items through Present Fatalistic scale

There is some difference in participants attitude groups (figure 2). All women believes stronger than men that life is controlled by hard-nosed forces. Females with life experience (FE) have stronger attitude to fate influence on life, and changeable life context. All participants have similar attitude to confidence to flow of life. Men (M) believes stronger that life in present is complicated.

Third, the dominating items for family roles. Participants were giving such family roles as child (son, daughter), sister, brother, spouse (wife, husband, fiancé), parent (mother, father), persons creating three generation model in family: grandchild (grandson, granddaughter) and grandparent (grandfather, grandmother), others (cousin, aunt, uncle, godmother, godfather,

godson, goddaughter), performer of family duty (cook, cleaner, the keeper of families light, protecting wall for family members, supporter, vacation planer). The smallest mount of family roles per person was one, but biggest figure was eight. The biggest mount for one position per person are 4 descriptions of family duty performer (cook, cleaner, the keeper of families light, supporter), then three different others roles (aunt, godmother, cousin) and one person wrote down four different child roles such as daughter, duteous daughter, an only daughter for parents, controllable daughter. Female group (F) gave 31% of roles, males group (M) – 21% and women with life experience (FE) gave 48% of all roles. It confirms certain experience influence on strength of attitude. The stronger involvement in own family life gives stronger belonging to family.

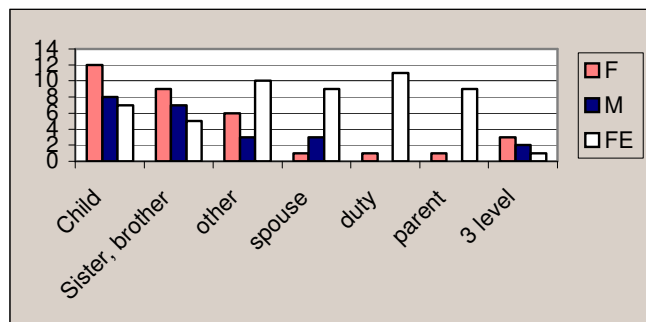


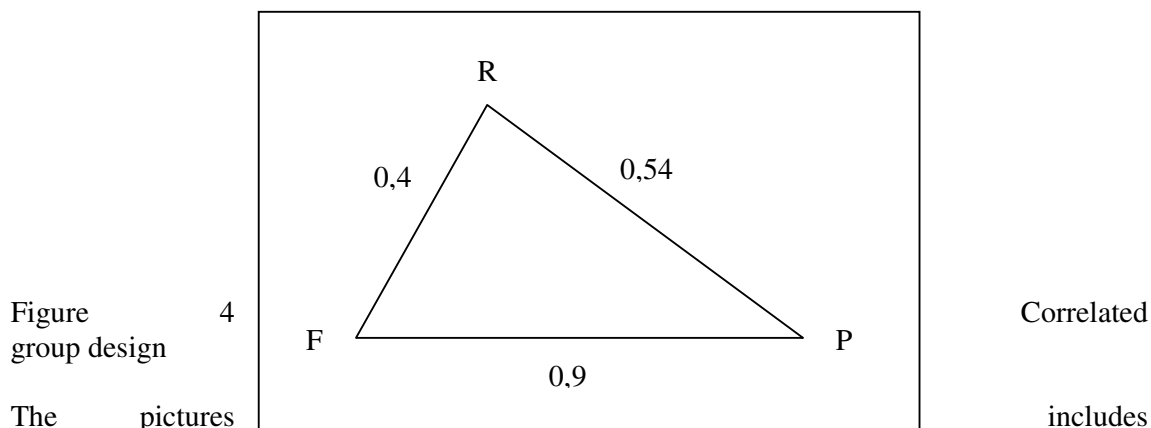
Figure 3 Family roles in personality structure

The analysis of this data in participant group gives very interesting results (figure 3). Participants are describing family roles they are involved. The younger women (F) have stronger connections with parents family and understanding themselves as a daughter. Women (F) and (FE) see herself as a strong member of extended family such as cousin, aunt, godmother, goddaughter). The women with life experience (FE) have a strong sense of mother's role and are strongly involved in family duties (cook, cleaner, the keeper of families light, protecting wall for family members, supporter, vacation planer). All participants have similar view on such roles as brother, sister and ones involved in three generation model. The experience in own family life shows the difference in roles.

Fourth, the exploration of intercorrelations among Future and Present Fatalistic scale's items and family roles variables. After correlation of items from Future and Present Fatalistic scales we can give some conclusions. The result represents both types of coefficients, positive (14) and negative (11), it means that in 14 cases item from Future scale have the same direction with items from Present Fatalistic scale, but in 11 cases items from Future scale have the opposite direction with items from Present Fatalistic scale. Using the Lovelace E. and Lovelace K.(9) rating of correlation's coefficients we can conclude that there does not exists strong correlation among variables from different scales. The strong correlations exist inside items of one scale. The low correlation dominate on results of this research with coefficients in borders

$-0,28 < r < 0,24$. The strongest inter scales correlation is between items "It upsets me to be late for appointments" (Q18) and "Since whatever will be will be, it doesn't really matter what I do" (14Q) $n = -0,35$. It means that participants have opposite and inter depending attitudes to behaviour on appointments and the life controlled by hard-nosed forces. Similar situation is with items "If thinks don't get done in the time, I don't worry about it" (Q9) and "You can't really plan future because things changes so much" (Q37) where coefficient $n = -0,36$. In

this situation participants have too opposite and inter depending attitudes to reactions on late activities and rapidly changing life.



The pictures includes variables of three groups. R - presents the sum of roles, P - presents sum of Present Fatalistic scale, and F - presents sum of values from Future scale. The correlation coefficient among sum of roles and sum of Present Fatalistic scale is $r=0,54$. The correlation coefficient among sum of roles and sum of Future scale is $r=0,4$. After Lovelace E. and Lovelace K. (9) rating of correlation's coefficients, they are in the group with average correlation. It means that the participants who have certain amount of family roles have similar type attitudes by the set of items of future or fatalistic present. The correlation coefficient among sum of Present Fatalistic scale and sum of Future scale is $r= 0,9$. It shows very strong correlation among set of items of future and set of items of fatalistic present and it means, that people who have certain attitude to present have a same type attitude to future.

Discussion

In this study, is given answers about the dominating items for attitudes to future in different participant groups and exploring matrix of intercorrelations among dominating Future and Present Fatalistic scale's items and family roles variables. There could be future discussions about how that can influence the individual for deeper involvement in consumer citizenship. Research interpret the importance of behaviour accordingly to appointments and decision makings what people make in different fields of life. Working with families is possible to influence attitudes toward future and working with attitude to future is possible influence peoples family sense, to predict and modify life style.

Strong cognitive component received through involvement and participation can give certain input to future creation on a global as well as regional, national and local scale when securing one's own personal needs and well-being.

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The Conceptual mapping of Consumer Sciences in the United Kingdom in Higher Education in relation to Consumer Citizenship

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Issues of consumption both from provider and consumer perspectives and aspects of citizenship have become areas that Consumer Sciences courses in Higher education in the UK have needed to take note of. Some would argue that they have always been an intrinsic part of the field of study from the heritage of Home Economics.

As the subject field of consumer sciences has developed the question as to how course design has responded in relation to these issues has been in need of study. In order to track these changes in the UK, research is currently being undertaken to develop appropriate concept maps. For the purposes of this paper thought is given as to how consumption and consumerism has been reflected within changing course structures. This is considered through the mechanism of reviewing how key aspects of course content have changed over a twelve year period. This however does not give a full flavour as to how these topics are addressed within the content approach, which will be considered through future research.

Background

The higher education sector in England and Northern Ireland is diverse. The Higher Education Council funds education in over 140 institutions of Higher Education. These institutions vary greatly in size, subject provision, history and statement of purpose. Typically, at these full time studies at undergraduate level for BA/BSc courses is for 3 or 4 years, or for 5 to 8 years if part-time study is undertaken. Each has autonomy to determine its institutional mission and its specific aims and objectives at subject level. However in the last few years subject benchmarking has been developed for a wide range of subject areas.

There has also been much debate in the last ten or so years about what it means for subjects in the post modern world - characterised by complexity, uncertainty, social construction of knowledge, fragmentary, validation by usefulness rather than scientific rigor (Richards 2000; Baldwin 2002; McGregor 2003).

However the fluidity of approach forces examination and reflexivity - so it is less threatening than it appears and perhaps Consumer Sciences can therefore be proud to be a subject that is open to change and development- that it is a changing subject for a changing world. Arguably it is a subject area that is more open than others to change due to its subject content and the current changing social, technological and economic forces. Hence it can be useful to track the genealogy of the subject development given its key purchase on the present, and strong connections between theory and practice. Hence the need to clarify key concepts - what it is to “do” consumer sciences.

Definitions

Recently, subject benchmarking (QAA 2002) has been established for Consumer Sciences at bachelors level, and this has been focused on describing the nature and characteristics of the subject area and identifying the “typical substantive core”.

Hence Consumer Studies/Sciences as academic areas in the UK have been defined as: “Interdisciplinary subjects which seek to understand the relationships between the consumer

and the economic, technical, social and environmental forces which influence the development and consumption of goods and services” (QAA,2002).

This definition was developed through a process of peer consensus by the Standing Conference for Consumer Studies, the collective of Higher Education institutions teaching in the area, now subsumed into the UK professional body the Institute of Consumer Sciences (SCCS 1998).

This complements the broader definition by the Institute of Consumer Sciences as : 'Consumer Sciences is the interdisciplinary study of individuals, households and communities as consumers of goods and services.' (Institute of Consumer Sciences, 2001,).

In comparison citizenship can be perceived as having civil, political and social dimensions. It is characterised by rights and responsibilities in both private and public spheres, but also includes the approach of consumer citizenship- power through choice in the consumer market. Citizenship in Britain could be perceived as having evolved over time, with the development of its civil element in the eighteenth century, its political element in the nineteenth century and social citizenship in the twentieth century with the acknowledgement that there is both passive and active citizenship.

It is important to be aware that from August 2002 in the United Kingdom Citizenship has been taught in secondary schools as a statutory responsibility. This means that issues such as legal and human rights and responsibilities, services, funding and contribution via central and local government, voter responsibility ,work of non-government organisations, conflict resolution, media in society and the global community, are taught earlier at key stage 3 . Additionally cultural histories and social identities, basic economics, influencing social change, rights and responsibilities of consumers, employers and employees, global interdependence and sustainability are covered by the end of the second key stage 4.

Rationale

The aim of the current research has therefore been to analyse the subject field construction at Higher Education for degree courses in the UK in the last four years using prospectus, handbook and official data in terms of stated subject study areas. In addition semi-structured interviews with members of staff involved with the construction and delivery of these courses is currently being undertaken and analysed to produce comparative concept maps. It is also expected to relate the research as to how consumer citizenship and also consumer education and personal, social and health education are seen as significant (or complementary) areas. The question needs to be asked if these areas are perceived as being an intrinsic part of the interpretation and concept map for consumer sciences or whether the approach is more fragmented.

Initial analysis of the subject field indicated that in the last four years there has been a period of relative stability in terms of course content and emphasis, but with an increasing focus on the consumer particularly as an individual, not necessarily in the context of a family.

Historical Development

Historically specialist colleges for teachers of domestic subjects existed in the UK from 1873

(Dyhouse 1981) and it was made a compulsory elementary school subject from 1878 as a primary response to the wretched living conditions, poverty and neglect. Although the orientation was practical, financial management and nutrition were key areas. In the academic area degrees developed at Bristol and London Universities in 1912 and 1926 with a social and household science orientation. There were predominantly teaching orientated diploma courses and these two degrees until the 1950's when technical training developed. There was then a significant development of degree courses in the late 1970's. The move from teacher training certificates, BEd degrees and technical qualifications to BSc and BA level courses, plus the change from Home Economics to Food and Textiles as elements of Technology in the National Curriculum in schools in England and Wales contributed to the move away from Home Economics as a degree title.

This movement started in 1982 at the then South Bank Polytechnic, by a change to BSc Food Textiles and Consumer Studies followed shortly after by Newcastle Polytechnic in 1984 to BSc(Hons) Applied Consumer Sciences. The move away from Home Economics as a degree title increased in the late 1980's and continued during the 1990's (Eden 1989; Evans 1992; Strugnell 1994; Bailey 1996). As Harvey stated that although there has been a change of content usually reflected in the change of title away from Home Economics in most degree courses which started in the early 1980's, nevertheless "the holistic views, practical interdisciplinary approaches and ideas of integration that Home Economics used to represent" (Harvey 1997) are still valid conceptually.

It was recognised in 1992 in the CNA report that the subject field identity needed to be clarified. Since the report in 1992 the revalidation of the established degree programmes has enabled course review and development to occur. The course developers in each institution have been able to emphasise different strengths within the subject field and be able to more freely define what the Consumer Studies/Consumer Sciences degree field should encompass. But one of the problems has been that since the demise of the CNA as the Council for Academic Awards that gave an overview of the status of and development in the field, there has been no published national review. Elements of this have been achieved through the QAA visits to individual institutions and through the development of subject benchmarking but there is still a lack of fully comprehensive information available.

Research Methodology

One of the major areas of rationalisation has been in the number of institutions from 17 in 1992, to 16 in 1997 then to 9 by 2003 offering courses with Consumer in the degree title. This number did not include teacher training courses. However, due to diversification and development and revalidation of new courses of courses within the remaining institutions, there has been a relative increase in the number of degree courses with Consumer or Home Economics in their title from 22 in 1997 to 33 in 1999. Those institutions that had stopped directly named courses had moved into areas such as food marketing and trading standards with some links to previous consumer studies related courses but with no overt consumer ethos.

The development of the new areas indicated above makes it even more necessary to be clear about what courses can be considered to fall within the Consumer field. This issue lead to a research paper on the developing identity of degree courses in the Consumer Studies field in the UK. (Bailey, Flynn et al. 1999)

The sample for the study was drawn from all Higher Education courses that have had a significant amount of Home Economics or Consumer Studies in the course content. These were identified using descriptions contained within the relevant Higher Education prospectuses, 1999/2000 and 2003 UCAS Guide to degree courses and the MODUS (The Journal of the National Association of Teachers of Home Economics and Technology) annual review of courses 1999/2000 and 2003/4.

This paper therefore considers statements of course approach and philosophy that were made in 1992, 1999 and 2003 and the extent to which the subject field has moved in eleven years. Since many changes have occurred in the last eleven years it therefore raises the question as to whether there has been a weakening or a strengthening of subject field identity and hence the development of this study of change. The original CNAA data was used as a baseline from 1992 to give the degree course titles, and the subject field definition terminology as collected from documentation for the review.

The 1999 data was collated using a comparable range of printed sources (prospectuses, courses guides, and web site links. The 2003 data has been collated using a comparable range of sources

(prospectuses, courses guides, web site links plus ongoing interview information).

Thus the current research based on content analysis of the key course philosophy statements related to core and designated unit themes gives a mapping of the subject field of Consumer Sciences using five categories defined as approach, area, aspect, context and activity in 1992, 1999 and 2003. A comparison with the subject benchmarking statements has also been undertaken. The results of these findings suggest that there are indications of an increasing subject field identity. This also gives a framework for a consideration of how consumer citizenship areas could be linked with consumer sciences and consumer education

Results for approach - 1992,1999 and 2003

In terms of *approach*, there has been a development in terms in use in 1992, 1999 and 2003. The only one that has been consistent for all three is 'interface'. Developing terms have been 'exploration' 'interdisciplinary' and 'multidisciplinary' in 1999 and 2003. It is interesting that these last two phrases are now mentioned explicitly in course content descriptions, since a key feature of the subject field is that it is interdisciplinary and requires the contribution of both the natural and social sciences. The CNAA report in 1992 acknowledged this by suggesting that courses are 'multidisciplinary in the foundation year, but then become interdisciplinary, with an emphasis throughout on integration'. This then is not a change, more an explicit articulation of approach. However key areas emerging in 2003 are 'identity', 'holistic' and 'interprofessional'.

Results for area- 1992,1999 and 2003

The next categorisation explored was *area*. 'Food', 'textiles', 'shelter', 'resources', 'goods and products' and 'services' are key terms used in 1992, 1999 and 2003. The last two are emphasised in the subject benchmarking statements. The satisfaction of 'needs' is still a key area and as a general term received more emphasis than on particular commodities as it seemed important to employ a more broad phraseology when describing the areas associated with the subject field. Hence the satisfaction of consumer needs can be seen to have a much wider perspective than purely domestically orientated services. What is noteworthy is that key

areas of development by 2003 have been 'contemporary consumer issues', 'quality of life', 'social and public policy', 'promoting health' and 'welfare rights'. This has potential importance for a synergy with consumer education and consumer citizenship.

Results for aspect 1992, 1999 and 2003

In relation to *aspect*, key words maintained through from 1992, 1999 and 2003 are 'business', 'technological' 'behavioural/psychological', 'social'. New descriptors of the subject field in 1999 following through into 2003 are 'applications', 'lifestyle', 'marketing' and 'scientific'. The terminology of 'aesthetic' and 'physical' used as descriptors in 1992 were no longer used. However, terms that were there in 1992 and had seemingly disappeared in 1999 re-emerged in 2003. These were 'applied economic' and 'political'. New terms in 2003 are 'cultural', 'legal' and 'health'. These have a clear relevance to consumer education and consumer citizenship as aspects of consumer science. Interestingly subject benchmarking statements emphasise 'applied economic', 'social', 'technological', 'scientific' and 'legal' as key aspects of study in the Consumer Sciences area.

Results for context in 1992, 1999 and 2003

In terms of *context*, the key focus of operation as 'industry', 'producers' and 'retail' is still current through from 1992, 1999 to 2003. The most common newly used *context* term is 'consumer', including policy, affairs, protection and education in 1999 and 2003. There is also an emphasis on 'providers' in local, national and international contexts as a broader generic term in 1999 and 2003, with the introduction of 'environment' and 'welfare' including health and social services, as terms. The subject field terms associated with the more personal and domestic orientation of Home Economics - 'home', but also 'individual' in use in 1992 were abandoned, arguably replaced in 1999 by 'people' and 'society' and now in 2003 by 'community'. Interestingly subject benchmarking statements emphasise the 'individual', 'environment' and 'society'.

If the original focus of Home Economics was on the locus of the household as the frame for the consumer- the move away from a more family focused approach to the potential individualism of the consumer approach, or the consumer as a larger entity that is not necessarily family focused, is a significant shift of emphasis.

Results for activity 1992, 1999 and 2003

In terms of *activity* many similar approaches are being utilised in 1992, 1999 and 2003 - 'development', 'research', 'consumer advice and education', 'design and creativity' and 'creative and practical applications' with an increasing emphasis on higher level approaches but a maintenance of the applied approach that has always characterised the area. Terms such as 'analysis' and 'behavioural change' developed in 1999 and 2003 with the appearance of 'policy' in 2003. In the 1980's the subject field was being criticised for being insufficiently involved in policy, so this has eventually been addressed. However terms of 'conceptualisation', 'principles', 'judgement' and 'evaluation' previously used in 1999 are not in use in 2003.

The review therefore suggests that as a subject field, consumer studies has undergone clarification and development from 1992, which strengthens the subject identity as a whole in the UK.

Conclusions and future developments

Consumer Sciences therefore shows a major content and ethos change over 12 years from 1980's Home Economics to Consumer Sciences with some loss of courses to more specialised retail, marketing or nutrition degree areas.

However there has been a clarification, strengthening and modernisation of approach, area, aspect, context and activity with a rather closer focus on contemporary consumer issues. There has been a development of course specialisation's and a rather more distinctive focus yet there is still a strong commitment to a common subject goal. Subject benchmarks have recently clarified the field and are particularly useful as a frame of reference to promote discussion and debate and orientation for future development.

There is also the potential for a critical science approach - that is based around a systems of action, moral value reasoning, critical thinking, reflective practice, a contextual and dialogue based approach, with a mapping of concepts, plus a willingness to be change orientated, learner centred and collaborative (Baldwin 2002; McGregor 2003). This approach has been well developed in relation to Family and Consumer Sciences in the USA, Australia and Canada but has potential for evaluation for consideration in the UK.

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Consumer Citizenship Education in Finland --Comparisons between comprehensive school curricula in 1994 and 2004

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Introduction

This paper deals with issues concerning consumer citizenship education in the basic school system in Finland. The objective of basic education is to support pupils' growth towards humanity and ethically responsible membership of society, and to provide them with the knowledge and skills necessary in life. The instruction shall promote equality in society and the pupils' abilities to participate in education and to otherwise develop themselves during their lives (Basic Education Act 628/1998). Basic education is general education provided free of charge for entire age groups. The comprehensive School lasts nine years and is intended for children between 7 and 16 (Ministry of Education 1999). More information about the Finnish education system can be found on the Internet (<http://www.eurydice.org/Eurybase/Application/eurybase.htm>).

This paper includes some discussion about the presence of consumer citizenship issues in the official documents concerning basic education, mainly for grades 7-9. This is the level that is structured according to separate subjects mainly taught by subject teachers with special qualification to teach a certain subject. The national curriculum includes at least the following compulsory subjects: mother tongue and literature (Finnish or Swedish), the other national language (Swedish or Finnish), foreign languages, environmental studies, religion or ethics, history, social studies, mathematics, chemistry, biology, geography, physical education, music, visual arts, craft and home economics. The National Board of Education decides on the objectives/aims and core contents of instruction by confirming the core curriculum. The present one was introduced in 1994 (National Board of Education 1994). The latest one was just approved in January of this year and the schools will have time to prepare their local or school level curricula before the school year starts in August 2005, or at the latest before August 2006.

The aim of this paper is to make comparisons between the present curriculum (accepted in 1994) and the new curriculum (accepted in 2004) in the light of consumer and citizenship issues. My approach is mainly from the viewpoint of home economics, but I will try to form an overall picture of the topic in the context of the curriculum as a whole. Besides home economics, I will deal with the general framework of the curriculum, including intercurricular issues or thematic wholes, as well as a selection of subjects such as history and social studies, religion and ethics, and health studies. Health studies, which was included in physical education earlier, is a new compulsory subject in the 2004 curriculum. Some conceptual analysis will be made to find the concepts used and the emphasis made, and to reveal the contexts in which consumer citizenship is introduced. After introducing the overall picture, some proposals for new frameworks in understanding consumer citizenship education will be discussed. I hope this analysis may also reveal some requirements to prepare supporting material to make consumer citizenship issues more visible and understandable, and to help teachers produce local curricula at the school level. This will be the task of many teachers during this and next year.

The concept of Consumer Citizenship

This concept is not used in the documents discussed in this paper. The concept consumer and the concept citizenship are discussed separately and mainly in completely different contexts. Consumer issues are mainly discussed in connection with home economics and social studies, while citizenship issues occur mainly in those chapters concerning the general justifications for the curriculum and in connection with social studies and ethics.

In this paper I use the definition that was introduced in the documents of the Consumer Citizenship Network (Thoresen 2003): “Consumer citizenship is when the individual, in his/her role as a consumer, actively participates in developing and improving society by considering ethical issues, diversity of perspectives, global processes and future conditions. It involves taking responsibility on a global scale when securing one’s own personal needs and well-being.” In the Finnish context it is advantageous to combine these two concepts into one concept consisting of two dimensions. This will be discussed more in the chapter ‘Concepts and Frameworks’ and I will propose adding one more dimension, which may reveal and emphasise the human aspects that should be given more attention in this discussion, especially in terms of basic education and teacher education. To raise global and ethical questions or to increase future awareness there is a need to look for the essence of a human being. The abbreviation for consumer citizenship education in this article is CCE.

PART I National Curriculum for the Comprehensive School in Finland

Curriculum 1994

In this chapter I give a general view of the trends and changes in Curriculum 1994 as compared to the earlier ones, and introduce the curriculum of home economics in more detail. This chapter is partly based on my earlier research and other international publications (Turkki 1996a; Turkki & Sulonen 1998). I describe this curriculum in detail because the latest one (2004) is extensively based on the foundations laid ten years earlier.

Changes in curriculum thinking and educational knowledge

Curriculum 1994 replaced those of 1970 and 1985, and introduced many changes. During the development process it was emphasised that the work must be based on a totally new way of thinking about curriculum, as well as about learning and teaching at school. There was a strong emphasis on value thinking, as schools and teachers were asked to clarify their values and use them in the development process. The curriculum was based on a broader view of knowledge and action than the former curricula. The role of the teacher was understood to be more that of an adviser and a planner of learning environments than that of an outside expert who knows everything. Teaching methods put more emphasis on pupils' experiences and self-formation through learning in projects and teams, as well as in activities outside the school.

Most of the changes listed above supported the renewal of the home economics curriculum, too. New curriculum thinking such as the emphasis on value thinking and new approaches to knowledge and action, and a broader view of learning environments and teacher roles offer many advantages for developing subjects such as home economics. All teachers were asked to approach their work innovatively and they were supported with additional material on the theoretical and conceptual understanding of home economics. The biggest change, however, was that teachers were no longer ruled by a detailed national curriculum, and they did not have books or other study materials approved by any national authorities. Instead of that they were given much more flexibility in organizing lessons and timetables. This allowed more freedom and responsibility for the individual teacher.

Some new crosscurricular themes in the national curriculum of 1994, combined with home economics, could create valuable comprehensive experiences for pupils. The most important crosscurricular themes were:

consumer education:

The aim of consumer education is to improve the student's ability to function as a knowledgeable and prudent consumer, and to encourage the student to a critical look at the factors guiding his consumer decisions, and at how his choices affect his own life and his environment.

family education:

The aim of family education is to support the growth of a child and a youth towards adulthood and to establish grounds for a successful family life. The aim is also to present the transition in family structures and everyday life.

international education:

The aim of international education is to increase the student's knowledge and understanding of different cultures, to guarantee human dignity and human rights for all, to establish peace, and a just distribution of the world's resources, and to further sustainable development.

environmental education:

The aim of environmental education is to protect biodiversity and to further sustainable development.

media education and information technology (IT) skills:

Media can be defined as informative, aesthetic, and ethical interaction through communicative messages. The aim of teaching IT skills is to guide students to attain knowledge, to investigate and organise issues and to produce new information.

Health education:

The aim of health education in school is to support the student's healthy growth and development and also his health-promoting behaviour.

In addition to these crosscurricular themes the curriculum includes the definitions for *entrepreneurship education* and *traffic education*.

Changes in society

Curriculum 1994 was preceded by a critical discussion about the changes in society. Our educational systems must help us prepare for the future, since the future society will be quite different from the society of today. The changes in society and the challenges of information technology were greatly emphasised. More attention was given to global, environmental and multicultural issues. Today the global view is the reality, and life is becoming more complex. At the same time it is becoming more and more difficult to predict future trends, which increases the insecurity felt by people and their political and economic decision-makers.

Home economics deals with family and consumer topics, and a family life that is quite different from some decades ago. There are changes in family size and structure, in the roles of different family members, as well as in household activities. Children are no longer educated in household work by their parents or grandparents, and they have a much more independent position in the family than earlier. In Finland there is a great deal of discussion about the so called "new disability", meaning that people have difficulties in coping with their everyday life. Many families have economic, social or health problems, and at the same time the social security systems maintained by the state or community are dismantled or weakened. This situation creates many new possibilities for home economics and consumer citizenship education, and also requires new approaches in teaching and consulting.

Changes in teacher education

A rapidly changing society puts great pressures on teacher education. In Finland the response was to transfer nearly all teacher education to universities before 1980. Home Economics teacher

education has been at the Master's level since 1979. The study program is conducted within the Faculties of Behavioural Sciences or Education at two Finnish Universities. This means that all students gain abundant research experience during their five to six-year programme. Studies have progressed towards more scientific- and research-based knowledge, with more responsibilities for students themselves and more broadly-based courses. The widely accepted aim in the new teacher education is "teacher as researcher". This means that every teacher should have the ability to develop his work. This kind of teacher education, together with the idea of lifelong learning, should guarantee the best possible teachers, who can meet the challenges of today's school and society.

Home Economics in the framework of Curriculum 1994

According Curriculum 1994 the purpose of teaching home economics at comprehensive school is preparation for everyday living. While studying home economics, the pupil becomes familiar with many important issues concerning people's well-being that have to do with him/herself, home and family and their connections with society and the environment. The aim is for the pupil to want to be responsible for his/her own health and resources, for his/her relations with other people and for the environment. In studying home economics, the activities of searching, evaluating and applying information create the prerequisites for functioning in a changing environment. The pondering of choices pertaining to managing everyday situations gives pupils practice in analysing problems, in studying possible solutions, as well as in critical thinking (National Board of Education 1994).

As a multi- and interdisciplinary subject, home economics offers meaningful examples for illustrating central phenomena of many other subjects such as chemistry, physics, biology, languages, history and social studies. This increases the integrative image of the subject. Cooperation with teachers of other subjects separately or within crosscurricular themes, and with the meal, health or cleaning services of the school also support the attainment of the goals of home economics. The learning environment can naturally be expanded outside the school to many fields in the community, including shops, social and consumer services.

The central goal of home economics in the National Curriculum of 1994 is the development of skills for everyday life, so that pupils can:

- recognise their own needs and values and their responsibility for their decisions and everyday activities,
- learn to acknowledge their own resources and to use them in planning their activities and managing everyday life,
- understand the value of positive human relations, good manners and equality from the point of view of the well-being of the individual, family and society,
- learn to master the basic skills of food management, housing, cleaning and textile care, and attain healthy and safe work habits,
- understand the purpose of nutritional recommendations and are able to choose food and food preparation methods which promote health and well-being,
- be aware of issues that have to do with consumerism and know how to act as prudent and responsible consumers,
- know the role of the family and the household in society and understand their interaction with different systems and domains of society,
- learn to evaluate options and practices of everyday life in a way that promotes sustainable development and harmony with different environments,

- respect the national heritage and culture, and be aware of global and international aspects of household activities and human relations (National Board of Education 1994).

In addition to the above goals, the National Curriculum determines four content areas for Home Economics. They are 1) nutrition and food culture, 2) prudent consumer, 3) home and the environment, and 4) living together. These content areas are understood to be very closely connected. The national document includes only these four titles and teachers are free to plan the detailed contents of their courses following the aims and goals above.

Curriculum 1994 was planned to reflect the complexity of household situations and everyday life, the complexity of the knowledge we are dealing with, and the importance of the work being done at home or in the near environment. We must realise how important family life and household activities are for human development and economic, social and cultural well-being in society and the whole world. We have also tried to promote the idea that people themselves have their lives in their own hands. Home economics can offer many opportunities to strengthen people's own skills and the abilities to use their resources in a more efficient and responsible way, and thus provide some aspects of empowerment. Home economics can be expressed as an empowerment of families to function interdependently, and an empowerment of individuals to perform family functions wherever they may occur.

A look at the history of home economics reveals that the teaching of home economics has been ruled by a strong technical tradition and commitment to substance. The analyses of processes, problems and situations related to everyday activity and different kinds of households have received less attention. This was the basis for restructuring the national curriculum in the early 90s. Much attention was paid to integrating the separate elements of the subject by renewing some main concepts, as well as the approach to teaching and learning. The new approach has moved home economics from technical to more practical and critical subject, and our thinking from the private to the public, from national to international and from local to global. An idea of a school as an open learning environment is emphasised, and decisions are increasingly made at local and school levels. These sizeable changes in the curriculum made it necessary to prepare supporting material (Aho 1994). Development of the curriculum was also supported an increase in research activities (Turkki 1990; Gröhn & Palojoki 1992; Turkki 1996b).

Over the last ten years we have collected a wealth of material on the experiences of the schools using Curriculum 1994. Many graduate students have selected these themes as topics for their Master's or Doctoral theses. We have seen the publication of plenty of other research consisting of theoretical and conceptual frameworks that have been developed further (see Haverinen 1996, Palojoki 1998; Turkki 1999; Myllykangas 2002; Sulonen 2004). This knowledge base is confirmation that the directions taken in the early 90s have been in right one, and that there is not such a great need to make any major changes in preparing for the next curriculum.

Curriculum 2004

The National Board of Education started developing the new curriculum in 2001, and it was approved in January 2004. The document is very detailed and consists of nearly 200 pages (National Board of Education 2004). Some major changes are mainly structural. The role of the national curriculum is different in that the latest curriculum was given a more normative status than the previous one, and this had many effects on the way the content is presented.

The new situation is of some concern to teachers who wonder whether they can continue to use their own creativity as they have done in recent years. Also, the new guidelines for evaluation cause some confusion in the field. The following is a description of the main changes in these structural aspects in which I introduce some elements of the curriculum that may have effects on the position of consumer citizenship issues. The English translation used is not official because the translation process is still going on.

Changes in the normative nature of the curriculum

The normative nature of the curriculum can be seen in all parts of the document. The structure of the text is regulated quite strictly and all subjects have to follow certain guidelines. The aims and contents of each subject are described separately, and the descriptions must function as a basis for the evaluation of pupil's performance after certain grades. Some guidelines for evaluation have been added.

Changes in curriculum thinking and the knowledge base

The compulsory subjects are nearly the same as in the 1994 curriculum. There is a minor change in health education, which will be taught as an independent subject during grades 7 to 9. Earlier it was taught as part of physical education. There is also more emphasis on increasing cooperation between the school and homes, and on supporting pupils who have learning difficulties.

The crosscurricular themes of the previous curriculum have been replaced by completely new kinds of thematic wholes. This might be one of the major changes in the whole process. The decision on these themes was a difficult process, and many proposals were introduced. The approved curriculum consists of seven themes, which are: 1) Human development; 2) Cultural identity and globalisation; 3) Communication and media literacy; 4) Active citizenship and entrepreneurship; 5) Responsibility for the environment, well-being and a sustainable future; 6) Safety and traffic, and 7) Interface between man and technology. All these themes are introduced in the curriculum in a similar form as each subject consisting a general definition, aims and main contents. Thematic wholes have been given a normative status and their importance is highly stressed. Schools are obliged to make sure that each of these themes is integrated into different subjects and the implementation of this process is documented in the school curriculum.

I believe that the presence of these thematic wholes is an efficient challenge to the promotion of consumer citizenship education if there is enough determination to integrate the contents described with different subjects, to enhance cooperation between teachers and to meet the challenges faced by schools on a local level. All the themes listed above include several items that are central to CCE: ethical issues, human rights, solidarity, justice, sustainable development, future generations, life skills, multicultural issues, cultural identity and heritage, and global and international understanding. There is also a concerted effort to support new kinds of learning environments, including critical thinking, cooperative learning and using new technology. Future thinking and a broad understanding of sustainable development are emphasised more than in any previous curricula. There is also a clear emphasis on increasing the awareness of one's own responsibilities in creating the future.

Home economics in the new curriculum

The description of home economics in the new curriculum was steered by the same guidelines as the other subjects. This has given us added concerns because of the danger that the basic idea and the special qualities of home economics may be lost or difficult to discover if one cannot see how the aims and contents form an entity. In this situation it is more the greatest

importance to produce additional supporting material and new textbooks that better illustrate the basic ideas. It is also important for the teachers in the field to know that their hard work over the last ten years will result in continuity and that the new curriculum does not ignore the development that has taken place.

The introduction of the general aim of home economics slightly different from the earlier one, but the main aims and contents are the same, as is the basic theoretical and conceptual framework, although the text was shortened. During the whole planning process it was emphasised that home economics has to cover all aspects of everyday life that young people have to deal with and increase their preparedness to take more responsibility for themselves. The holistic and integrative nature of the subject, the central role of practical activities, and working together and in small groups were all considered important. There is a clear message to increase the cooperation between different subjects and to integrate the thematic wholes to support home economics lessons. The content of home economics is expressed in four titles: The Family and living together; Nutrition and the food culture; The Consumer and a changing society; The Home and environment. Together they form an entity that makes up the basic essence of the subject. Three to five subtitles are listed under each title. These themes, together with the aims, guarantee that home economics brings its own body of knowledge to the school community.

PART II *Discussion on Conceptual Frameworks supporting CCE*

Some conceptual frameworks

When trying to promote any change in our school system, we have to pay attention to the basic phenomena in schools – those of knowing, learning, teaching, studying and educating. In this connection I choose the concepts of knowledge and learning that have a central position in the knowledge society. After discussing knowledge and learning, I clarify my understanding of the concepts of consumer and citizen. Finally, I try to create a blueprint of a holistic future education that well satisfies the requirements of consumer citizenship education. This part of my paper largely reflects the ideas I presented during the consumer conference in Helsinki two years ago (Turkki 2002).

Education - Knowledge and Learning

Knowledge and learning are key components in education, as they are in striving for change. What is learning and what kind of learning should we support in promoting positive change? Most of us may have heard about the UNESCO declaration *Education for All in the Year 2000*. The report refers to four essential dimensions of learning which can be seen as key elements comprising civic skills. “They are (1) learning to know, (2) learning to do, (3) learning to live together, and (4) learning to be.” These all are essential and they should be in a state of balance within the learning processes. Social skills will become increasingly highlighted in the future as will metacognitive skills, such as learning to learn and to reflect on one’s own actions. Quality of being is based on one’s ability to develop oneself as a holistic personality and as a responsible individual, with lifelong learning constituting part of one’s human existence, without continuous compulsion or threats (Suurla et al. 2002).

In the discussion about consumer or citizenship issues we may add a fifth dimension proposed by Professor Jussi Koski: learning to choose. Learning to choose is connected to the other dimensions but it emphasises those personal skills and competencies that are essential in

decision making: comparing and choosing. The more complex the world becomes, the more essential it is to have the ability to choose. Choosing is in some sense a kind of competition that arises inside a person, who is thus pitted against the outside world with all its competing inputs. Choosing is based on recognising and acting on a clear sense of values, which can be developed through education. In other words, we need to continually judge our actions against our value commitments. A mastery of values is the individual's ability to prioritise matters based on personal life experiences, understanding of the world, and a capacity to learn. This is something we should invest more energy in developing.

The demands made on the future consumer or citizen are huge – but so too is human potential. The profile of knowledge professionals or future consumers can be described as follows. They are independent, lifelong learners, goal-orientated, evaluators, multitalented, international, technology experts, and skilful communicators. They are cooperative, active, creative, and innovative. They are social, free, responsible, and humble, and have a clear sense of ethics. In addition, all are unique individuals. But the question remains as to how to develop consumers such as these through education (Suurla et al. 2002).

Human beings and/or Consumers and/or Citizens

I do not speak so much about a consumer per se, but human beings and human actions in everyday life, and I consider the issue in relation to different environments. By environment I mean both the natural environment and the social and cultural environments as they are understood through a human ecological perspective (Turkki 1999a). The concept of a consumer is used widely but it is seldom clarified in detail. However, the meaning of consumer differs in different cultures, as well as in different academic disciplines. In marketing, the term consumer means something else than in sociology or in the household and family sciences. There is reason to be careful when referring to various sources in this context.

Therefore, I call for a deeper discussion on the concept of the consumer, at the very least and its relation to the human being and citizen. This is a relevant question in many countries where there is discussion on how people can participate in decision making in general, or on how to incorporate these issues into various educational systems (see McGregor 1999; International Conference on Developing Consumer Citizenship 2002). In the EU several projects have been dealing separately either consumer education or citizenship/civic education (i.e. CiCe –project/Children's Identity and Citizenship in Europe 2002). Both are interested in similar topics, but with a slightly different emphasis. In all cases, the discussion deals with human action in various societal settings, and mainly with our everyday activities. Do we need to separate -- and why -- education for humans from education for consumers or citizens? How do they differ? Or are consumer issues and citizenship issues so relevant and central in our present societies that they should be the focus of attention in all education. I believe this network is also trying to clarify these terms.

In my work I am mainly dealing with these issues in connection with home economics teacher education. The core contents in our university degree programme for home economics teacher education are nutrition education and food culture, consumer education, family education, and environmental education. The general aim is to reflect human action in everyday life as a whole. In the context of teacher education I have noticed that it is useful to separate the concepts of human being, consumer and citizen, but also to see them as being linked. This emphasises the different roles or dimensions of each person, but at the same time it brings human processes, such as human growth, ethical awareness and responsibility, more into the

centre of focus. Consequently this allows more space for real change. It also helps us to consider the issues in relation to various sectors of society and the world. I prefer to promote an education for the whole person, which makes it possible to reshape our thinking about and attitudes toward the actual world in which we live. A human being -- the consumer included -- is a person with a body, a mind and emotions which all need to be nourished if he/she is to fully develop his/her skills and capabilities.

Holistic Future Education

In many connections during recent years I have called for a holistic understanding of the human being, and an integrative and holistic worldview (see Turkki 1999; Turkki 2002). I have also stressed the variety of human potentials and people's ability to learn new things. Why do we not carry out these ideas? The main reason for this lack of follow-through is the fact that we have not established enough learning environments that support this kind of learning, and our society's thinking does not correspond with the kind of worldview that would make it possible on a larger scale. Our worldview -- in a larger sense -- still follows the *technological principles* that have their origin in the Industrial Revolution. Based on the analytical perspective of Newton and Descartes, this perspective reduces things to their smallest component parts in order to understand them. Its strategies are fragmenting, linear and sequential. Its empirical logic discounts intuition and value-based perceptions and forces us into an "either/or" problem-solving and decision-making mode. This reductionist worldview is explicitly taught in our schools and it forms the conceptual framework for most social decisions. A great deal of research also follows this reductive line of reasoning

A systemic ecological worldview is -- I hope -- emerging. Crucial to much of science today, this systems view is a fundamental premise upon which the cutting edge of every major discipline is based. This new worldview is global, holistic, and integrative. Its primary mode of thinking is whole-brain thought, incorporating both inductive and deductive strategies, while integrating both rational and intuitive modes of knowing. Although it acknowledges that, for certain purposes, the concept of objectivity is useful, in our complex world the best decisions are more often "both/and" rather than "either/or" choices. This emerging worldview acknowledges the importance of science and technology, but holds that these must be understood and applied within the context of a global, ecological perspective (Clark 1991).

This approach is especially appropriate for the areas of everyday issues, such as consumer and family education, citizenship education, health education and environmental education -- subject areas that will all be discussed during this conference. Moreover, this approach could well be established as the heart of basic education as a whole.

Between the traditional reductionist worldview and the emerging systemic ecological worldview, there is a basic difference in an understanding of the relation between human action and the natural environment. The technological worldview can be described as *humanity over nature* and the ecological worldview as *humanity through nature*. Our aim in all our actions should thus strive toward long-term balance and harmony.

Table 1 gives a summary of my ideas on the requirements of education. Future education can be described as democratic, experimental or functional, humanistic and holistic. It gives learners a sense of their responsibility to one another, to the whole society and to our planet. It incorporates meaningful activity into the learning experience and relates academics to the real world. With regard to humanistic ideals it heightens self-esteem and allows the whole personality of the learner to develop in an affective way. The holistic perspective provides for

an integration of subject matter, giving the learner a sense of humanity's relationship to the whole, and incorporating the knowledge of how everything on earth and the universe is interdependent and interrelated.

TABLE 1.
A New Framework for Education (Gang 1991)

Principle	Goal Summary
Democratic	To give learners a sense of their responsibility to one another and to the planet.
Experimental	To incorporate meaningful activity into the learning experience and to relate academics to the real world.
Humanistic	To heighten self-esteem and to allow the whole personality of the learner to develop in an affective way.
Holistic	To provide for an integration of subject matter and to give the learner a sense of humanity's relationship to the whole, incorporating the knowledge of how everything on earth and within the universe is interdependent and interrelated.

In my mind, I see the very close relationship between family and consumer education (or home economics as it is also called), future education, environmental education and consumer citizenship education. They all can be based on an empowerment orientation that describes the world as a network of interrelated living systems, and participation as the means by which persons become part of something larger than themselves (Vaines 1993). Consumers and markets are not understood as opponents but as partners having different kinds of qualities and specialities. Consumers and citizens are different qualities in every human being, and that need to be supported by various systems. These requirements can be achieved by bringing education and learning to the centre of all activities in society. It is not only the schools and basic education that must be paid attention to, but all activities up to the political and global decision making bodies. To invest in human capital is the surest guarantee for the well-being of society. Such an investment is also useful in making 'the future' more real, more accessible and more a part of daily life.

PART III *Conclusions and future challenges to promote CCE*

At the school level, it is important that all teachers and staff members assume some responsibility for consumer and citizenship issues and that these skills be practiced in all

subjects and at all levels. This was the main intention in placing more emphasis on the new thematic wholes introduced by National Board of Education in our latest curriculum. We must realize that it is not enough to pay attention to the contents of CCE. We must concentrate on our understanding of learning and teaching in a broad sense. In Finland there are no special teacher education activities that focus on CCE, but it will be included in the general education of class teachers, and some subject teachers (including home economics, social science, ethics). Because there are many competing thematic wholes in our new curriculum, some may not be getting enough attention. In my opinion it is very important to discuss which subjects and teachers should take the main responsibility for each thematic whole. Consumer and citizenship issues are integrated to several themes and they could be the ones that home economics teachers would be mainly responsible for. I see home economics as a promising and variable subject for reaching the aims of consumer citizenship education during grades 7 to 9. The present number of compulsory hours allotted to home economics are restricting, but there is a hope that students will be further willing to select this subject as an optional one, too. Home economics has been one of the most popular optional subjects in upper comprehensive school. However, a negative signal by the Finnish Government may hinder promotion of CCE. The new time allocation for basic education will, as a whole, reduce the optional/elective hours from 22 to 13 (Finnish Government 2001). This puts pressure on the planning of activities for compulsory hours.

On the basis of these issues, I list some preliminary proposals for *What should be done ?* in Finland to support CCN during the following years. There are many processes going on in our education system, which may clearly affect of these issues. Part of this work can be linked to the activities of this network, and I hope we can encourage more active partners to work on these important aims.

From National Framework Curriculum to School Curricula

- Teachers must be allowed enough time, additional resources and support to produce the school curriculum according to the new national rules.
- The new normative structure of the national curriculum should be discussed, and it is important to assess its consequences; there is a risk that many teachers see the new national guidelines as turning back the clock.
- Evaluation will be emphasised.
- Co-operation should be encouraged between teachers in planning and integrating the thematic wholes with several subjects. The real reduction in optional hours should be noted. Schools should nominate responsible teachers to be in charge of each thematic whole.
- Schools should be seen as open learning centres, encouraging activities with parents and other local partners. Genuine participation could be one common aim.

Teacher Education

- CCE should be adopted as a new entity. Teacher education could be re-evaluated from this point of view. In any case, it needs to be included.
- The on-going process regarding new university degrees allows some new activities to support CCE. It could be a specialisation in some teacher education programmes (like home economics and social studies) or CCN could be a special theme around which to plan a separate Master's degree.

Field Activities and Research

- Teachers can be encouraged to use their own resources and to establish local projects.
- Increased research in this field is needed in order to develop the concepts and to add theoretical knowledge. It is also important to pay attention to research methods in this connection. Action research and other participatory research methods should be adopted as the main methods, but there is a need to support theoretical, conceptual and philosophical research as well.
- The coordination of ongoing research should be organised, and networking between researchers encouraged. There might be room for a coordinating body or centre.

Towards Cooperation and Common Responsibility

- The basic vocabulary used in CCE must be clarified and discussed carefully at all stages, because many issues included will have cultural interpretations that may prevent co-operation.
- International networking and projects, along with local ones, should have an important role in CCE. The two should not be considered opponents but supportive of each other.

Finally, to reflect on the title of this conference, I would like to make a proposal to change one small but important word. It was announced as “*Using, choosing OR creating the future*”. Why not express it as Using, choosing and creating the future. We cannot give up choosing and using, but we have to critically reflect on *How* to do it ? It is time for us to make the shift from ..either/or -thinking to ...both/and -thinking, as many future researchers proposed long ago (Bell 1996; Slaughter 1996). This is the way we can build a balanced society and a balanced world.

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A review of some current and recent current and recent networks and collaborative projects in consumer education and citizenship.

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Abstract

Consumer education and citizenship are both priority themes in the EU Socrates programmes, and recently several EU funded complementary networks and collaborative projects have been established.

The Consumer Citizenship Network (CCN Erasmus 3 funding) is the largest network with 121 partners for 29 countries and has membership and operational links with the (Children's

Identity and Citizenship in Europe) (CICE Erasmus 3) and Developing Consumer Citizenship (DCC Comenius 2) networks.

In consumer education, the Euromodule in Consumer Education, (Erasmus CDM) and the Consumer Education for Adults project (CEA, Grundtvig 1 funded) were completed on 2001 and 2003 respectively and outputs (handbooks, training modules and CDROMs) are available for teacher educators. The Grundtvig 4 Consumer Education for Adults project Network (CEAN) started in October 2003, has 21 full partners from 14 countries and draws on the experience of these previous projects. A proposal has been submitted for a Comenius 3 Consumer education Thematic Network, which if accepted will start in October 2004.

Projects to produce consumer education resources, translated and adapted for the EU countries have been funded by the EU DGSANCO (Health and Consumer Protection Directorate). These include DOLCETA which will produce on-line consumer education tools for adults with modules in consumer rights and personal finance in 15 countries and 11 languages and Education des Jeunes au Budget which will produce a CD ROM on personal finances for young adults in 8 languages.

These are international projects, but there are good national resources as well. In the United Kingdom the Askcedric web site has extensive consumer education resources for schools and has recently received UK government funding to develop consumer education materials for adults.

Key words: Consumer education, citizenship,

Introduction

The importance of consumer education has long been recognised and international organisations such as the Consumers' International and national organisations such as the Consumers' Association in the United Kingdom have long campaigned on the right to consumer education.

In the European Union DG SANCO, the EU Directorate for Health and Consumer Protection has stated that consumer education must become a continuous process in the life of each individual and is supporting education initiatives for adult consumers. The European Community believes that measures at national and Community level should be more structured in order to achieve maximum effectiveness, and has been stating this since 1986.

The providers of consumer education beyond compulsory schooling must target the whole population but a number of target groups can be identified, both from the employed and for those who for a number of reasons may not be in employment.

As business increasingly targets children and young adults, and marketing tactics become more sophisticated these groups must be equipped with the tools to make the correct decisions in the marketplace.

Consumer education (National Consumer Education Partnership 1999) is important in today's market driven society because:

- It helps to redress the inequality of bargaining power found in the relationship between business and the individual; Issues here include misleading practices, proliferation of sharp marketing and advertising practices and the proliferation of educational materials, advertising and sponsorship in schools.
- By raising consumers' expectations, it encourages business to produce "better quality" goods and services and thereby become more competitive;
- Educated consumers are more likely to make a positive contribution to better regulation; There are many issues in the public domain such as GM foods, BSE and irradiation where consumer views can make an impact to affect regulation, retailers and other business organisations.
- It empowers consumers in what is an increasingly complex and constantly changing market place. Increasingly sophisticated products and financial services demand good consumer knowledge to avoid mis-selling.
- It complements and supports the concept of "good citizenship", as advocated by governments and opinion formers in society i.e. as citizens rather than just consumers we have not only rights but also responsibilities.

Lifelong learning

Changing demographics, technological development, and globalisation require new visions of adult learning. The advent of new technology is transforming society and requiring new skills but also providing new opportunities. New technologies and forms of organisation demand flexibility from the individuals and new skills must be learned throughout the career, not just during school education. Updating and renewal of employee skills, and flexibility in work settings have become items of strategic importance for organisations.

New technology and electronic media have replaced old forms of organisation and communication. Traditional expectations of lifetime employment are changing and more employment is of a temporary and self-employed nature. People are increasingly responsible for their own employability and those with the skills and attitudes to adapt to changing circumstances will succeed in the new work place.

Changing lifestyles and citizenship

Lifestyle, and in particular the relationship between work time and spare time is changing. The decreasing need for lower-skilled employees shows the need for the education of young adults to help them to survive in society and enhance their lifestyle. Any framework must focus on the development of consumer skills and attitudes to meet the needs of this group. New learning methods and learning environments are providing new opportunities for learning and learners. Interactive techniques and services and self-learning packages are becoming available to deliver specific skills at times that are convenient for the learner.

Lifestyle, and in particular the relationship between work time and spare time is changing as the new forms of employment as temporaries, self-employed, consultants, and contractors are on the increase. There is a growing demand for multi-skilled workers in every sector of work. The decreasing need for lower-skilled employees shows the need for the education of young adults to help them to survive in society and enhance their lifestyle. Some of the key skills and attitudes for the multi-skilled worker are communication, teamwork and problem solving skills, the ability to think critically and a positive attitude to change.

The concept of citizenship potentially provides a way of understanding the life and work transitions of early adulthood. Becoming a citizen can be seen as more than acquiring a civil status with accompanying rights and obligations. Citizenship is being rethought as a process through which young adults exercise responsibility and social contribution while having entitlements to support and provisions that enable them to manage their own transitions to adulthood and pursue their own projects. This requires and embraces competence. This approach to citizenship requires us to consider institutional structures that constrain or enable the acquisition of the various forms of knowledge and competence which are necessary to independent existence and social contribution. In spanning the public and private domains of existence, it enables us to address questions of inequality and of status inconsistency at various stages of the life course (Evans 1999)

Citizenship projects

The Consumer Citizenship Network (CCN Erasmus 3 funding) is the largest network with 121 partners for 29 countries and has membership and operational links with the (Children's Identity and Citizenship in Europe) (CICE Erasmus 3) and Developing Consumer Citizenship (DCC Comenius 2) networks.

Learning can be in the workplace, the community and the home

The traditional approach to learning is that learning takes place within the school curriculum. Skills that are crucially needed in the working life such as social skills, interpersonal and learning skills have not been adequately taught in the formal school education system. Learning in the workplace, in the community or in the home has not been regarded as "real" learning. When a framework for compulsory education at compulsory school is fully operational the new adults leaving school will be provided with the necessary life-skills to carry on learning throughout their adult life. In the meantime an adult framework must outline the necessary skills and attitudes to enable adults to learn throughout their lives.

School leavers and adults must be able to (Aonghusa 1997):

- discriminate between needs and wants
- negotiate the pitfalls involved in buying goods and services
- cope with socio-psychological techniques of persuasive marketing
- assert their rights and accept their responsibilities as purchasers
- know how to make consumer complaints and seek redress
- cope with the rapid technological advances in society (and with rapidly changing lifestyles and job markets)
- access and utilise information to their advantage

Delivery of a framework - a new strategy

The delivery of a consumer education framework for adults will need a new strategy for the future. It will require the active participation and co-operation of organisations interested in furthering adult learning opportunities and in forging partnerships to provide the necessary resources for learning. Consumer education for adults is generally voluntary whereas school education is compulsory and so it is important that programmes are tailored to the needs of the adults at that particular time.

Consumer education initiatives in this area include:

Euromodule in Consumer Education (1997 – 2001)

This project involved partners from Finland (Jyväskylä Polytechnic co-ordinated the project), Austria, United Kingdom and Spain and developed a pan European module in Consumer Education for educators (e.g. teacher trainers) across Europe. The module was successful and gave guidance for developing a programme using the theoretical concepts of choice, participation and information developed by Juliet Wells at Edge Hill University College (Edge Hill University College 1995; Wells 1997) The experience gained through working together in this field very clearly showed the cultural differences in consumer education. This project found that materials and programmes available for schools were of variable quality, and also that there is very little formal consumer education for adults all over Europe. However, consumers are increasingly asked to be informed and skilled enough to make responsible choices so they can participate effectively in the market.

The CEA Consumer Education for Adults project

The EU SOCRATES funded Grundtvig 1-Project. Consumer Education for Adults (CEA) started in October 2001 with a duration of 2 years. This is an EU Socrates funded programme to promote consumer skills, to contribute to the idea of active citizenship and to address the need of sustainable value systems through the intended project outcomes. Citizens' participation in consumer affairs can encourage a more even balance of power between producers and consumers by starting the dialogue between all groups involved in the process of consumption.

The project team found especially that participating in such a programme helped them to promote ideas (e.g. curriculum development), to stimulate discussion (conferences on Consumer Education topics) and to create materials and programmes on a regional and international level (international co-operation, teacher-in-service-training in consumer matters and methodology). This project (for adult education) involved 10 partners from 7 European countries. The partnership composition is very diverse (NGO's, Institutions of Teacher Training and Adult Education, Universities and a Research Centre) helping to develop a rich spectrum of project insights and results.

Project target groups

The project guidance and outcomes are addressed to three different target groups; those who are experts in consumer information and want to learn about adult education, secondly others who are adult educators and are interested in consumer education and thirdly business; an educated and consciously acting consumer has a positive effect on competitiveness as companies are forced to improve their products and/or services.

Project aims and objectives

The present low level of adult consumer education provision in the participating countries shows the need for trans-national co-operation to pool resources and to provide programmes

that can be adapted for the cultural specific needs of each country. CEA thus develops and tests appropriate concepts for consumer education for adults. It is crucial that the work completed in the project goes beyond mere consumer information and focuses on consumer values. Sustainability is a European priority and is emphasised in all activities and project outcomes.

Within the project another important issue is to start the dialogue between consumers, business and employers so as to strengthen the position of consumers at the global as well as the regional level. The aim is also to focus the responsibility for the use of resources on all sides - consumers, traders and producers.

Consumer education for adults presents an entirely different challenge to that of consumer education for children, pupils and students. A new and relevant dimension for adults is citizenship and consumption. CEA complements and supports the concept of "good citizenship".

Its pedagogic approach was designed to consider the following principles:

- to empower consumers through the training process
- to develop consumer potentials by choosing appropriate teaching methods
- to concentrate on consumers' every day life by choosing appropriate teaching contents and materials
- to encourage active participation by choosing the right social setting for the teaching process
- to facilitate the dialogue between all partners within consumption.

Materials produced include

- A **Manual** (Schuh ed) for consumer education for adults. 7 Main topics related to consumption, didactic approaches to consumer education and guidelines for the methodology for consumer education will be developed for adult educators. The content of the manual is wide enough to be tailored to national needs. The manual will be available in 6 European languages- English, German, Catalan, Dutch, Danish and Slovenian.
- A printed **Handbook** with teaching materials to support a Training Module for adults in the field of consumer education (in English and German). It includes video clips for public places and for teachers in adult education. All materials will also be downloadable from the web site at <http://www.pabw.at/cea>

CEA is an innovative co-operation bringing together formal educational institutions, non-formal institutions and business - something often demanded but rarely realised. The programme complements the concept of good citizenship and also supports the UN-guidelines for consumer adults to acquire relevant consumer skills and consciousness, from which they will derive individual benefits for managing their daily lives. Hence CEA supports adult educators in the integration of consumer education within their educational field.

Current projects in consumer education include:

CEAN (Consumer Education for Adults Network)

Funded under the EU Grundtvig 4 (adult education programme) from 2003 to 2006 this network has 21 formal and 10 informal partners from 15 EU and accession countries. The

project is co-ordinated by London Metropolitan University. Partners come from universities, adult education providers, consumers' associations, research institutes and national and international networks.

The objectives of the CEAN project are to document and communicate the results of European and national adult consumer education initiatives, network and exchange ideas and share best practice, develop methods for establishing specific criteria and quality indicators in adult consumer education, inform national and international strategies to strengthen the role of adult consumer education and help to provide a common framework for the development of consumer education resources.

Full details can be found at the web site www.londonmet.ac.uk/cean

CEAN exists to influence policy share best practice and it is always hope that partners would initiate projects producing teaching materials and concrete products; the first bid for funding- **Empowering Rural Consumers (EmRuCo)** has been put together by participants from 5 countries and coordinated by the Latvian Association of Teachers of Practical Subjects (Vija Dislere).

In school based education, a proposal has been submitted for a Comenius 3 Consumer education Thematic Network entitled **Consumer Education Network RED E-CONS**, which if accepted will start in October 2004.

Projects to produce consumer education resources, translated and adapted for the EU countries have been funded by the EU DGSANCO (Health and Consumer Protection Directorate):

DOLCETA (Developing on-line consumer education and training for adults)

It will create 2 web-based modules of consumer education for adults: one generic module on European consumer rights and redress and one specific one on financial services The modules will be in all official languages of the EU and cover all 15 current Member States. Funded by the EU DGSANCO it is coordinated by EUCEN (European Universities Continuing Education Network (Project manager Mike Kitson)

Personal finance CD-Rom 2003 Education des 16 — 25 Ans a la Gestion de Leurs Finances Personnelles

An international group from 8 countries producing a CD Rom on personal finances for young adults in France, translated and adapted to the other countries. Funded by the EU DGSANCO

These are international projects, but there are good national resources as well. It is important that partners share information and increasingly national web sites can be found for consumer education resources. In the United Kingdom the **Ask CE dRIC** site (www.askcedric.org.uk) has built up an impressive consumer education resource for schools that complements the national school curriculum. It has been developed by Cambridgeshire County Council Trading Standards (Nikki Piper) and is now developing an adult (community) education site with funding from the UK Department of Trade and Industry.

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National Consumer Education Partnership (1999) A Framework for the Development of Consumer Skills and Attitudes NCEP London

Schuh M (ed) (2003) Empowering Consumers: Educated Choices CEA team; Padagogische Akademie des Bundes Vienna Text also on web site at <http://www.pabw.at/cea> and a training manual is available.

Wells J (1997) Towards 2000 - Consumer Education in the Classroom Forbes / Consumers' Association London

List of projects

The following funded projects are referred to in the text:

Socrates Grundtvig 4 Network: Consumer Education for Adults Network (CEAN) 109899-CP-1-2003-1-UK-GRUNDTVIG-G4PP

Socrates Erasmus Thematic Network CiCe Children's Identity and Citizenship in Europe 104983-CP-1-2002-1-UK-ERASMUS-TN

Socrates Comenius 2.1. Developing Consumer Citizenship 94188-CP-1-2001-NO-COMENIUS-C21

Socrates Grundtvig Consumer Education for Adults 90646-CP-1-2001-1-AT-GRUNDTVIG-G1PP

Socrates Erasmus M-3 Euromodule in Consumer Education 29493-IC-FI-ERASMUS-M-3

DG SANCO - DOLCETA Development of On-Line Consumer Education Tools for Adults led by EUCEN

Financial Education for Young People for DG SANCO, led by UNAF (F)

ASK Cedric Education Tools for adults; UK Department of Trade and Industry

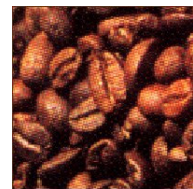
1. School's subject

In the school year of 2001/02 it was introduced in the ESE curriculum an optional discipline called 'Educação do Consumidor' – Consumer's Education – and the experience has been repeated since then every year. It's 45 theoretical and practical hours were offered to 30 students from future journalists and communication technicians to future teachers. In one semester there was also the possibility of open classes and guests lecturers from several national important institutions like the portuguese Consumers Institute (IC) and DECO, the Portuguese association of consumers defence. In between the school's library started receiving recent books, pedagogical resources and other materials, which help to improve and develop the research and interest towards these subjects.

The most important objectives were the recognition of the individual's role as a consumer, the results of it's action in the society and in the daily life and how can these future professionals apply these matters in the media as journalists, in enterprises as public relations or advertisers and in classrooms as teachers.

One way of measuring the success is the filling up of all the 30 vacancies every year. The other one is the student's valuation by their grades and by the answers to their questionnaire about the subject and the teacher's performance. The students like active methodologies, thematic and open sessions, posters, and pedagogical materials production, work groups. Exchanging knowledge between future professionals with different capacities and abilities it's not easy, but essential. For instance, future journalists found out that writing to children is not as simple they used to think it should be.

Meanwhile, the students created several pedagogical resources like songs and games (some are very alike to trivial pursuit, for instance), which are available for lending to every student and teacher who intends to, use it in their classrooms.



2. Exhibition about fair trade

Having coffee in a responsible way is the objective of the exhibition called “Um café, justo por favor” – “A coffee, fair please” - concerning the issue related to fair trade last March 2003 in the ESE. Two portuguese non-governmental associations –NGO – called Solidários e

Oikos with the interventions of ESE created the exhibition. The event in the school included guests, one show with some fair trade products to see and sell and a real cup of fair coffee!

It was also an opportunity to talk about the rights and the duties of every consumer beyond alternative ways of trading, using and consuming goods, responsible and ethical consumption, injustice between the north and south countries specially concerning the economical relationship. It was a way to remember the world consumer rights day, which was a subject for a report from Portuguese national television RTP1 seen by more than 200 000 people according to the average audiences.

To alert the Portuguese citizens towards the development countries life realities and the international economical relations (so unfair the most of the times) by using large consumption products like coffee it's fundamental: this is an opportunity to show the trends that sets conditions to the social development of so large amounts of the world's population.

The exhibition contents are in English and include a whole new alphabet. This 'ABC' creates the possibility to interact with the contents and to imagine new ways to work the theme, by asking to the participants to create words related to the theme that the others are invited to find, for instance. This possibility is now being considered because this exhibition is going to be transformed in a pedagogical resource, which can be borrowed to external entities. This implies that the resource can be used so it must include instructions, activities and exploitation suggestions.

There were several interesting questions towards the creation of this pedagogical material. One that can be more evident relates to the chosen product: why choose coffee and not tennis shoes, for instance? There can be products more appealing to the young people than others, but coffee it's just the second most sold product in the world, after fuel. It was a natural choice then.

Anyone who wants to buy this material please contact these two institutions:

Oikos Cooperação e Desenvolvimento – Portuguese NGO	Fundação Solidários – Portuguese Foundation
Rua do Santiago, 9	Rua Dr. França Martins, 35,
1100-493 Lisboa	3º Esq. Ap. 123
Tel. 218823630	3770-909 Oliveira do Bairro
Fax. 218823635	Tel./Fax. 234747079
e-mail: oikos.sec@oikos.pt	e-mail: solidarios@mail.telepac.pt

Useful addresses



CRE/ESE

Setúbal – Portugal, 13 March 2003

3. E-learning course in consumer's education (the half experience)

The half concerns to the recent project of creating an e-learning resource in connection to this subject, which headlines where delayed until the beginning of springtime. It has the same objectives of the school's subject mentioned in this text but uses a different instrument: the Internet. It's a powerful resource to solve some frequent problems between probable interested students around the world: distance and time asynchronous communication, requires only computer literacy and easy access to computer equipment and Portuguese language fluency.

Probable contents by units:

Unit 1 – Familiarization with the e-learning environment;

Unit 2 – Key terms: from globalisation to cooperation for development and fair trade;

Unit 3 – Consumption and consumerism: historical contextualization of the consumption society;

Unit 4 – Consumer rights and duties: form the right to indignation to the duty to claim;

Unit 5 – Present thematics: from advertisement to food safety;

Unit 6 – The consumer in the daily life: from eco consumerism to the pathologies of the compulsive consumer;

Unit 7 – Form the theory until the action: to spread the thematic related to the consumerism in the professional, social and familiar context.

Useful link: <http://fordis.esse.ips.pt/curso6/>



The school as an Internet platform available called Fordis that is been used for several courses, projects and subjects. In an initial phase it's important to gather the maximum of interested institutions that work in this field in Portugal. By collecting the specialist's contributions it's possible to increase the public's interest to attend the course by improving its quality. Also it's another way to expand the themes and gather important scientific contributions to this thematic.

In a second phase it's to design the course by organising several and different units and creating the needed contents and the resources. For instance: food safety, consumer's rights and duties, consumerist movement, consumerist history and characteristics, fair trade and conventional trade, development and growth, among many others.

This multidisciplinary project has some areas which are central: education towards health, development and citizenship, media education and environmental. And it's still growing...

SOCIALIZATION IN THE NEW CONSUMER FORMATION

Ph.D. Velta Lubkina

Rezekne Higher Education Institution

In the pedagogical aspect socialization is a process of becoming a member of society; it is adjusting to the society by understanding and accepting the norms and values of the society or giving an opportunity to a person to act under influence of social conditions of personality formation.

Socialization is a process where a person acquires the culture of the society, social norms, social experience and knowledge, traditions, values, behavior and manners in order to integrate, find his own place, be able to have a full-bodied life in a definite social environment and simultaneously develop his individual abilities and mental essence. This process is the most intensive during childhood and teenage years that is significant in consumer education [3, 60].

The social environment is the social milieu of individual's life; a set of social, material and mental conditions for existence and performance, a definite set of social relations for development of a personality [4].

The formation of a personality to be a member of the society occurs in the following aspects:

- subjective;
- interaction of a person and environment:
 - family, school, people, physical environment, means of upbringing, teacher—a part of the milieu with his own value system, objects, nature, etc.;
- socialization of a person as a result of different institutions activities;
- cultural (acquisition of cultural values, etc.).

The notions “upbringing” and “socialization” are present in all life spheres and on all individual's development stages because an individual understands himself/herself and his/her goals in life, possibilities to integrate into society and current social and -economical conditions only as a result of upbringing and socialization.

Socialization is successful if the main life skills are acquired not only on the level of knowledge, but also on the application level.

In order to act effectively in everyday life as well as in real life situations social skills, which can be considered as a core of the life skills, are also important (see Fig. 1).

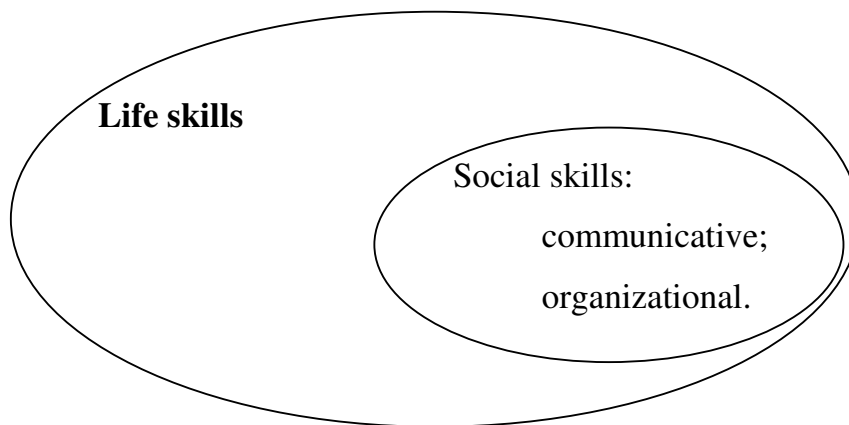


Figure 1 Social skills as a core of life skills

Life skills, which in modern society are considered to be the main ones and are necessary for fulfillment of any role in life, are as follows:

- objective self-evaluation,
- understanding one's own and others' emotions,
- being self-assured and responsible,
- taking responsibility,
- forming relationships,
- putting oneself in the other's situation,
- being tolerant to the different,
- effective communication,
- resisting psychological pressure,
- cooperation/collaboration,
- creative and critical thinking,
- making decision.

Overall, life skills are an ability to have a positive behavior according to the conditions enabling an individual to cope with the requirements put forward by everyday life [2, 34].

In 2001 the Latvia State Primary Education Standard emphasized the necessity to organize the teaching-learning process in such a way that a pupil not only acquires knowledge in a definite field, but also simultaneously develops general skills.

In the socialization process a teacher is a part of the environment with his/her own value system, a mediator between the macro and micro environment in implementation of material and spiritual culture. A teacher helps pupils in the process of value formation.

Different authors differently divide and systematize social skills (see Table 1).

Table 1
Division of social skills in different scientists' view

Scientist	Relation of social skills
J.R. Bergen, R.V. Henderson	Connected with the stage of children biological maturity.
P.J. Kutnick	Connected with styles of cognition and self-conceptions or world outlook.
E. Durham	Connected with the role of provisions of society in formation of individual's personality.
Kohlberg	Connected with moral and ethical development of a teenager.
D. Liegeniece	Connected with mutual communication [1, 37].

Socialization is influenced by culture situation, an individual's living conditions. Social skills are acquired in connection with teaching and upbringing objectives (see Table 2).

Table 2
Acquisition of social skills in relation to teaching and upbringing aims

Country	Teaching and upbringing aims
Austria	Social teaching-learning, development of pupil's personality.
Norway	Development of pupil's initiative skills and learning motivation.
Belgium	Mutual communication and cooperation skills.
Latvia	Bringing a pupil up for society, forming his/her communication and cooperation skills [1, 37].

By the help of socialization the new generation will become capable of action in society as regards norms, values, orientation and behavior. In the socialization process a teenager acquires adaptation skills, gets to know social world constructions, and forms his/her personality (see Fig. 2).

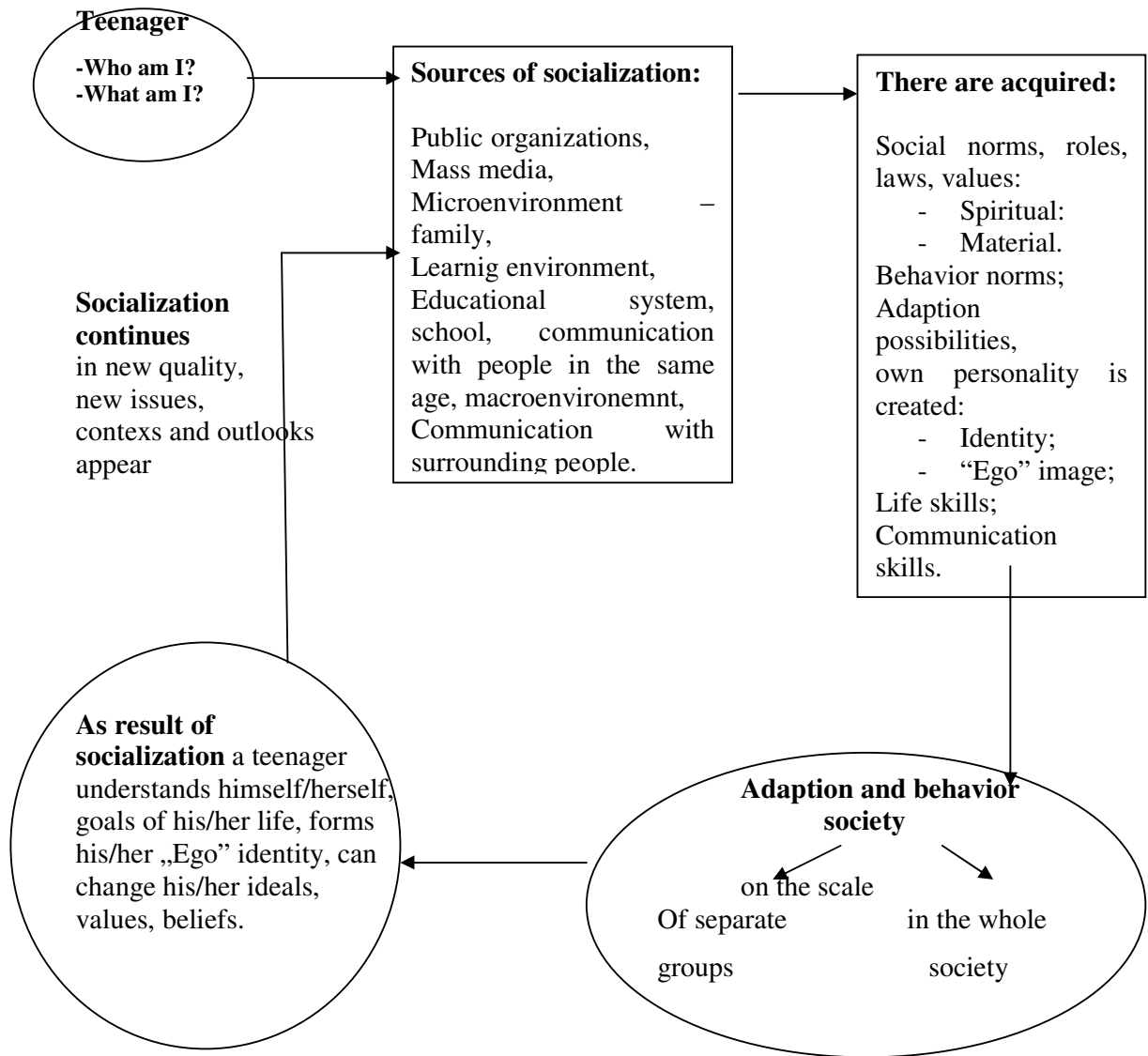


Figure 2 Socialization process as a system

Individual’s social development and perfection are determined by:

- social conditions,
- psychological factors,
- pedagogical factors.

At the teenage there is an important innovation—conscious readiness for life, which is connected with physical maturity, inclusion into culture, acquisition of a definite system of knowledge, norms and skills. As a result, an individual is able to work, perform social functions and be socially responsible. Maturity means

socialization and can be realized neither outside it nor aside it. At the teenage there is observed a rapid transition from the protection and care of parents and other adults to independent adaptation of a youngster to the adult's life, conscious and meaningful observation of the laws worked out by the society and accepted by himself/herself [3, 57].

D. Elkonin considers that at the teenage there are observed consolidation of a public-oriented work system and communication with the representatives of the same age group. In correspondence to various life tasks there are acquired communication skills and orientation skills in society.

E. Erickson asserts that a teenager experiences difficulties in integration of external requirements and internal needs, the new and the old identity as a whole. A teenager broadens his/her social roles. It is connected with changes in the life style, broadening the range of acquaintances, and formation of new relationships. In the process of development the subjective importance and correlation of various social roles and relationships connected with them significantly change [3, 58].

Socialization can be understood as a process of mastering and active acquisition of teenager's social experience. As a result of it, a teenager:

- becomes a personality,
- acquires skills and knowledge necessary for life,
- can cooperate in problem solving.

Socialization includes:

- acquisition of human culture,
- acquisition of social norms,
- acquisition of group work experience.

The Comprehensive Education Standard of Latvia includes themes connected with consumer education because the education conception envisages that at school it is important to develop purposefully pupils' will and initiative, which are the basis of individuals' activities at any age and enable to form self-understanding, create an opportunity not only to understand and analyze, but also apply the acquired knowledge (see Table 3).

Table 3
Knowledge and skills for life

	Cognition	Comprehension	Behavior
Knowledge Facts and cause-effect relationships	Acquisition of knowledge (What and why?)	Processing of knowledge (thinking)	Application of knowledge
Attitudes Value orientation	Cognition of values (What is good?)	Determination of values (evaluation)	Application of attitudes
Skills Realization of	Skills to analyze and synthesize	Skills to evaluate, put	Skills to plan, find means,

skills		forward an aim, make a decision	implement a solution
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Prof. Broks stresses that the acquired skills are realization of abilities. Skills are important both in the process of cognition and in comprehension and behavior. The developed skills to plan, find means and implement a solution influence individual's lifestyle and behavior. Therefore, the notion of socialization is connected with the outcome as well as the mechanism of acquiring social experience.

The process of socialization is a closed system, where there is a continuous communication and interaction with various sources of socialization. As a result, there are acquired different social norms, laws, values, social skills, and group work experience. A teenager's—new consumer's—adaptation and behavior in society as well as their quality depend on the quality of norms, values and skills acquisition.

As a result of socialization, there are developed adaptation skills. In addition, ideals are changed; values are re-evaluated and changed because the notion “socialization” includes a complex of all social and psychological processes. Consequently, a teenager acquires a system of knowledge enabling him/her act as a full-bodied member of society.

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IDENTIFYING PRIORITY AREAS OF INTEREST IN THE FIELD OF CONSUMER CITIZENSHIP FOR BULGARIAN STUDENTS

Mimi Kornazheva, Vasil Penchev, University of Rouse

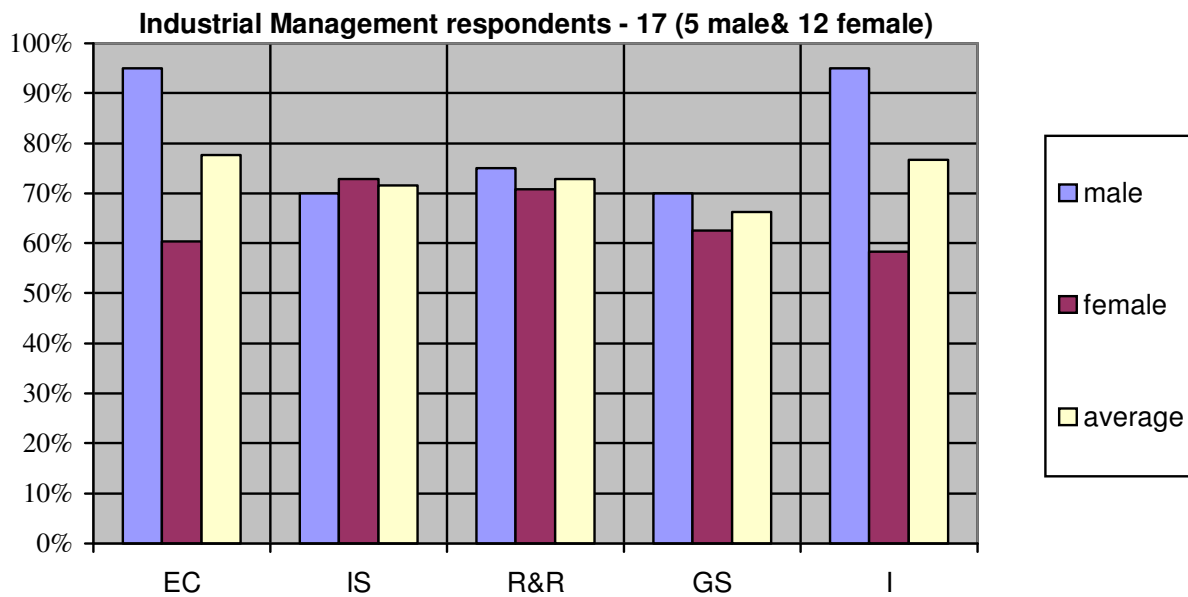
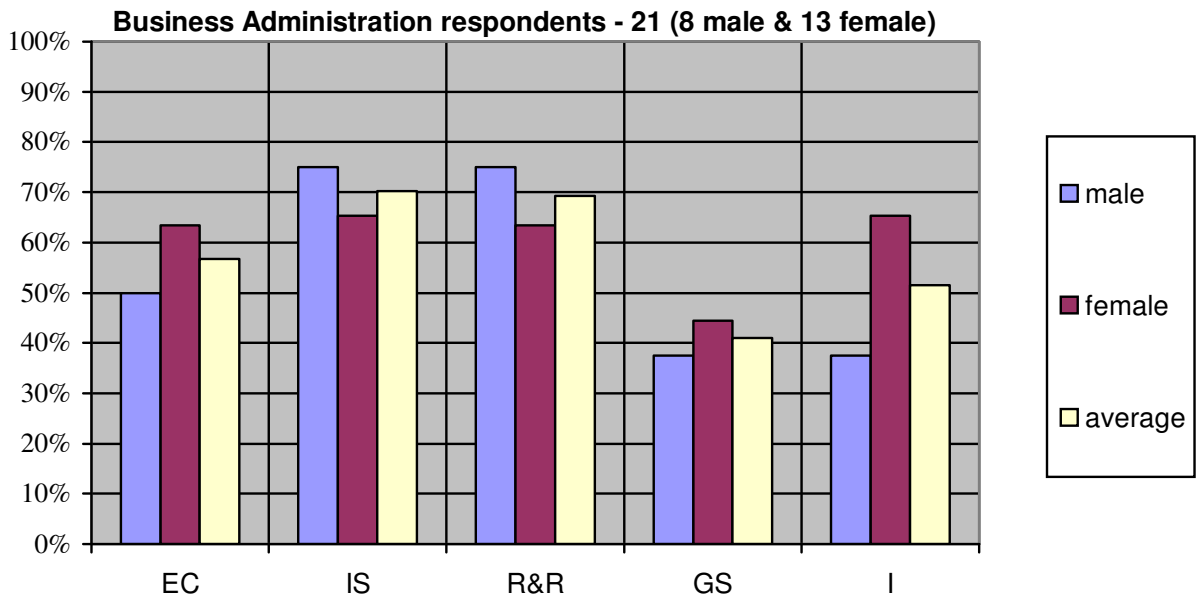
The Faculty of Business and Management at University of Rouse, Bulgaria provides first and second cycle programmes in Business Administration, Marketing, International Economic Relations, Industrial Management and European Studies. Knowledge and skills relevant to consumer behaviour are still marginal to the core of the existing studies, a fact which from the point of view of CCN could be evaluated as a weakness. Getting acquainted with the philosophy of the network, we are considering its high relevance to European societies, professional practices and higher education. Therefore we appreciate the potential of CCN for improving and updating our curricula and/or syllabi with optional studies in the interdisciplinary field of consumer citizenship, thus adding value to the range of competencies of our graduates. Since optional /elective/ studies are dependent on the choice of the students, we believe a good starting point is to investigate the interest of the students and the motivation behind it. The results will provide us with a priority list, when making decisions about the introduction of the new content for teaching and learning.

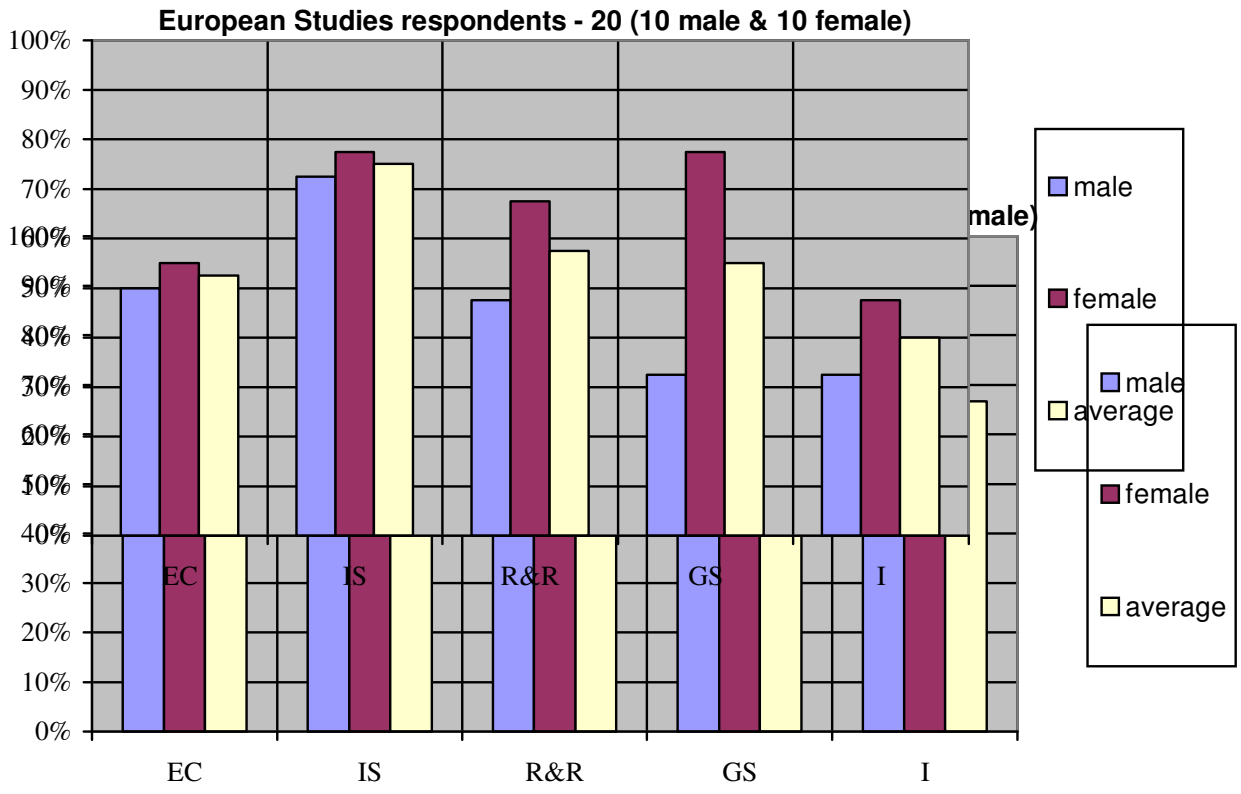
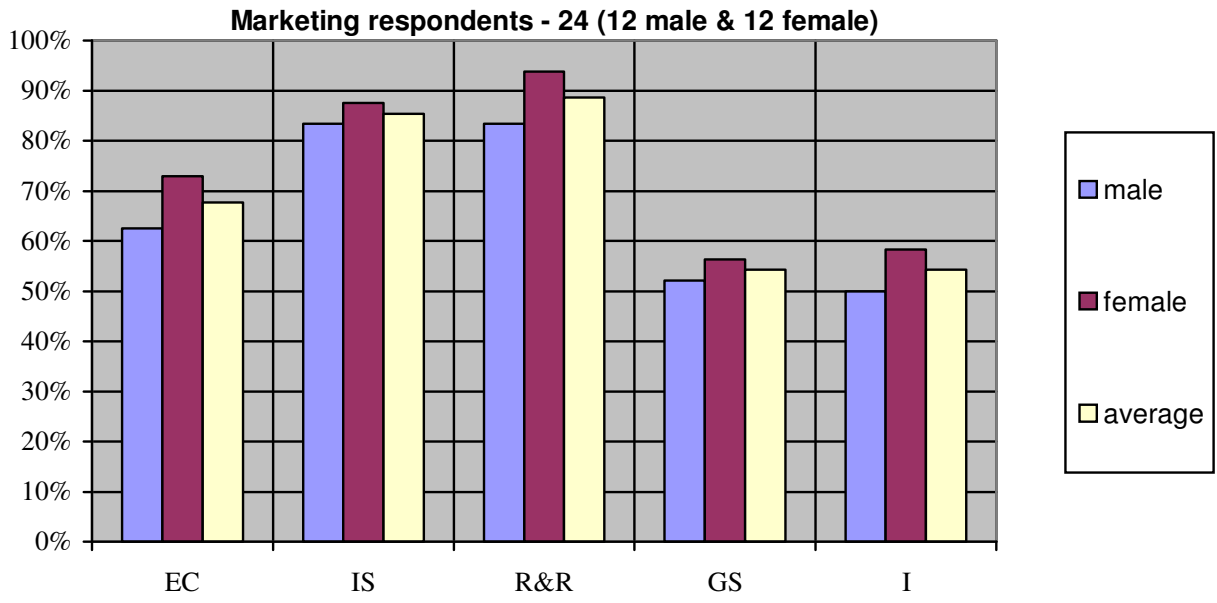
Thus, the paper presents and analyzes data obtained on the grounds of a survey conducted with 96 bachelor students (the sample being about 20 students per program). A questionnaire has been used to give evidence about the level of students' interest towards the five CCN thematic areas and the arguments behind this interest. Therefore, it has been devised in two parts. Its first part introduces the concept of Consumer Citizenship and emphasizes its relevance to higher education studies. The second part aims at collecting data about the level of interest towards the five thematic areas - Ethical challenges, The Information society; Rights and responsibilities; Global solidarity; Involvement. Students are expected to identify the level of their interest, using options such as **none, weak, considerable, strong, very strong** and thus measuring it **from 0 to 4**. The second task of the respondents is to provide arguments and motivate their interest.

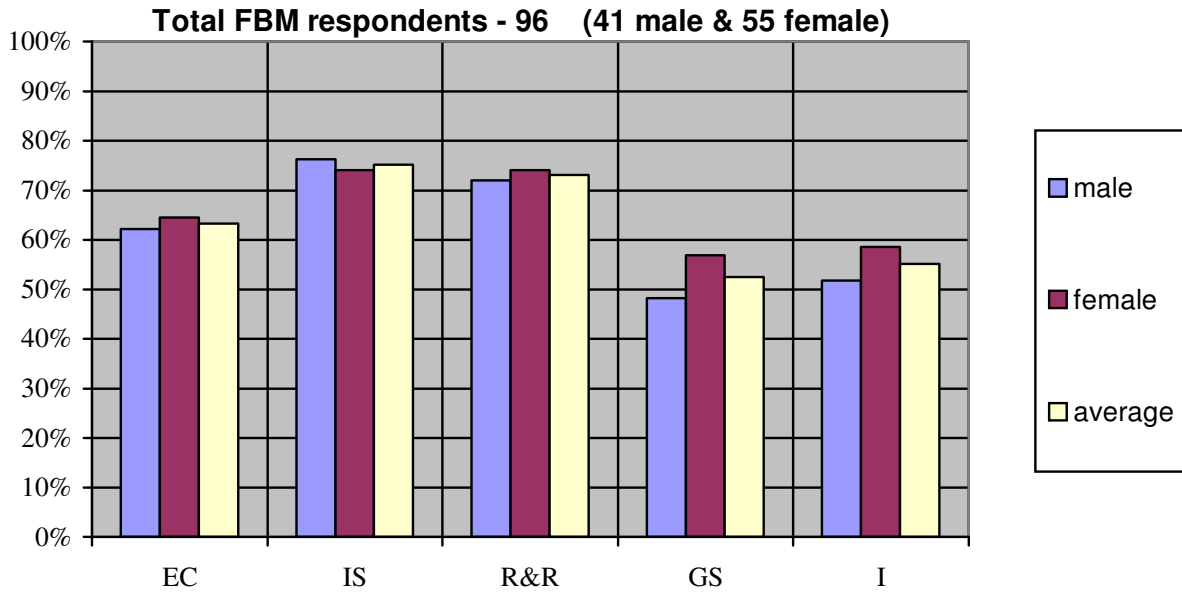
The collected data, which are visualized below will be analyzed and conclusions will be drawn regarding the introduction of consumer citizenship curricula modules.

A.

Comparative data about the level of students' interest per bachelor program towards CCN thematic areas: Ethical Challenges (EC); The Information Society (IS); Rights and Responsibilities (R&R); Global Solidarity (GS); Involvement (I)

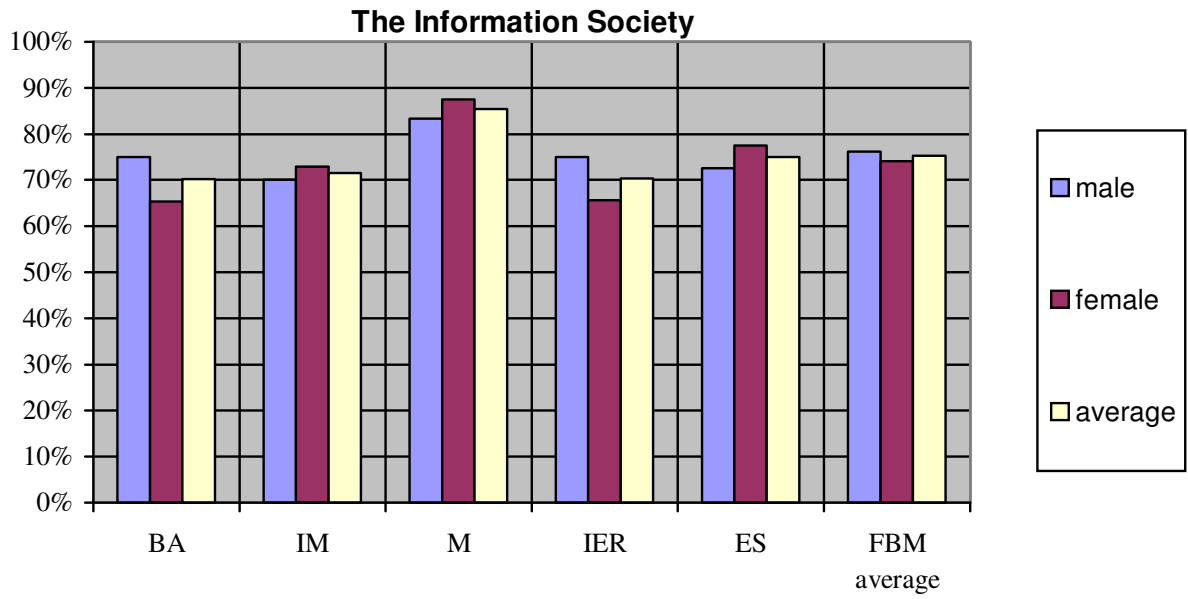
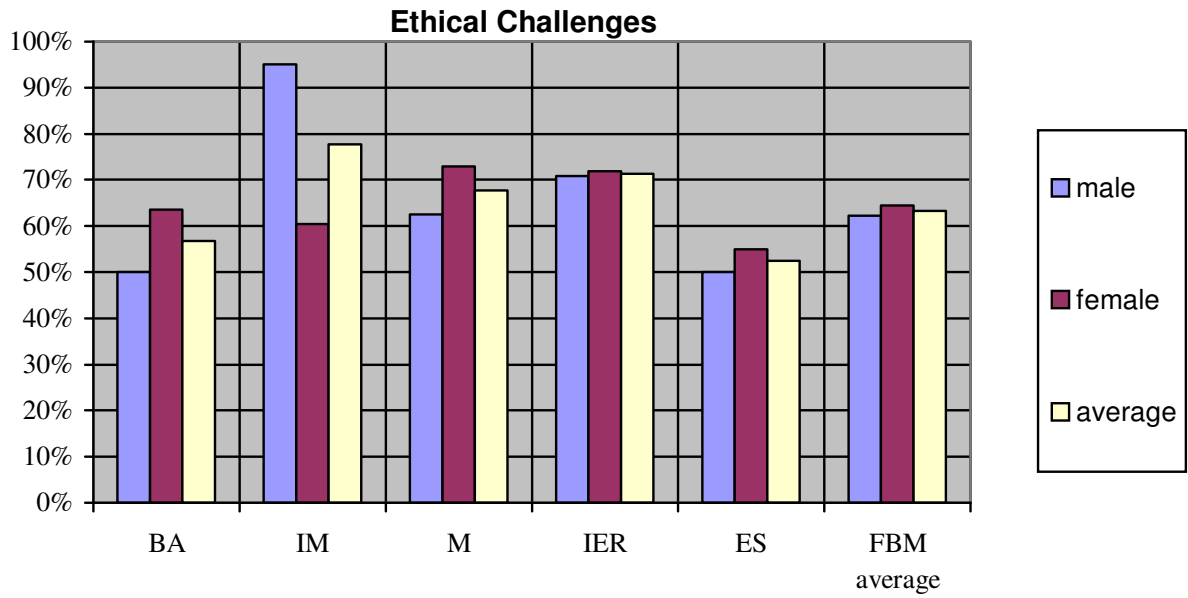




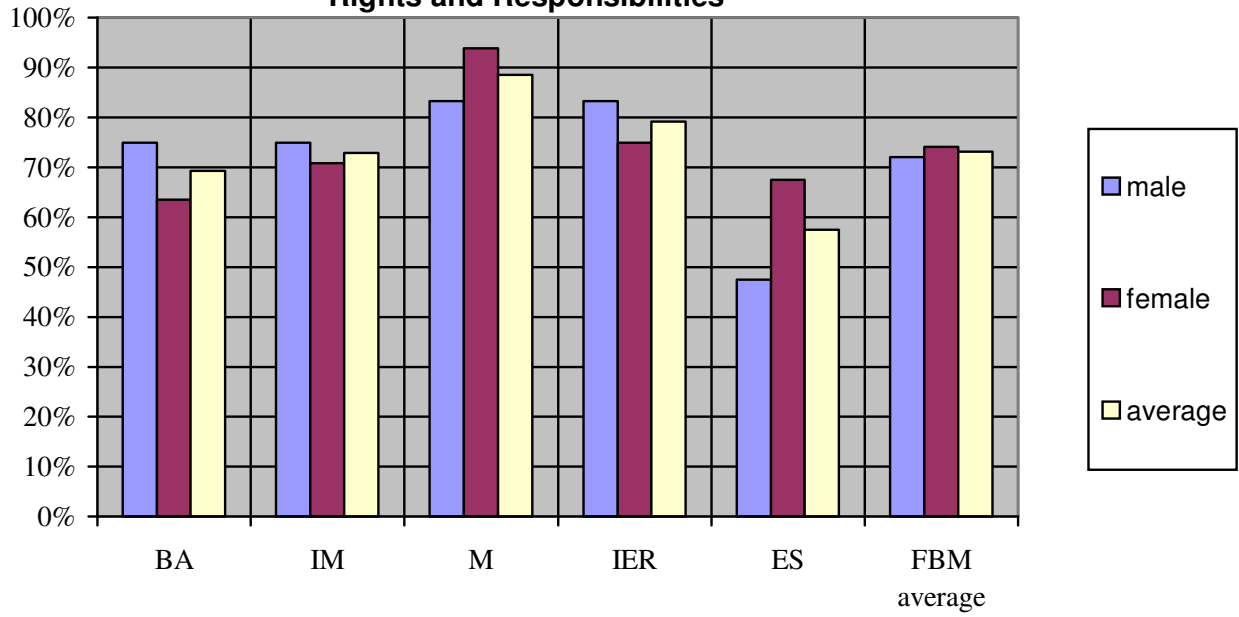


B.

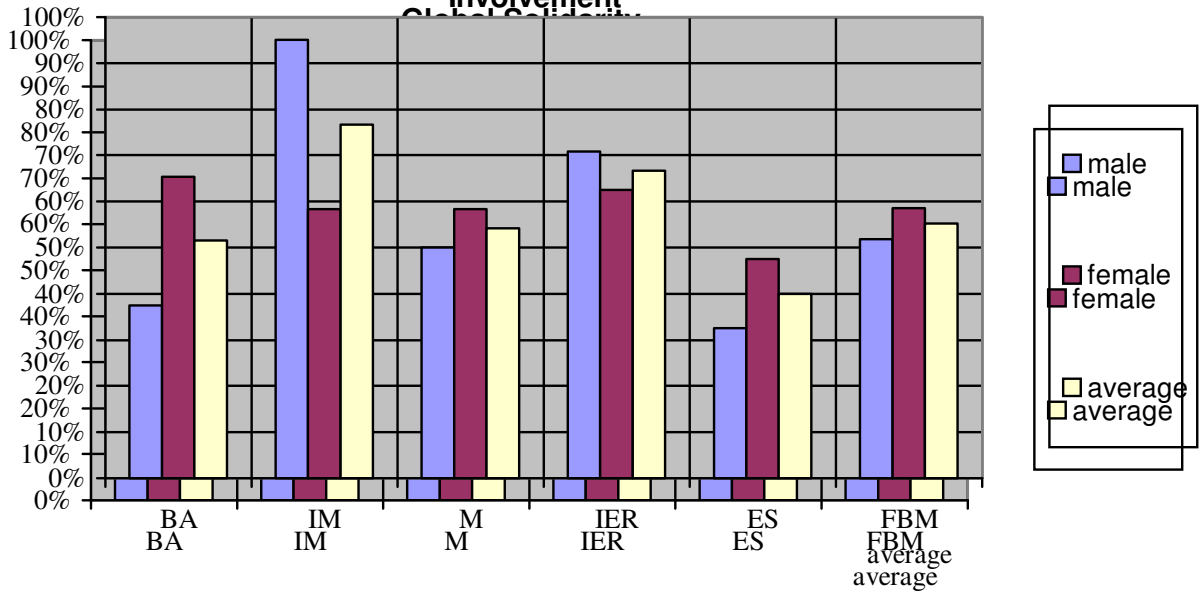
Comparative data about the level of interest per thematic area as claimed by the different FBM bachelor program students, i.e. in Business Administration (BA); Industrial Management (IM); Marketing (M); International Economic Relations (IER); European Studies (ES)



Rights and Responsibilities



Involvement



The Problem of Developing Readiness for Self-implementation in a Secondary-School Adolescent in Latvia, Z. Chehlova, M.Marchonoka, University of Latvia, Latvia.

Introduction:

The social changes in Latvia connected with the country's accession into the European Union demand a purposeful improvement in the whole system of education with the main task to develop a personality capable of self-determination, having the ability to choose the strategy of personal development and self-implementation under the market economy conditions.

The aim of the article:

To review the necessary conditions under which the readiness for self-implementation develops in a secondary-school adolescent and determine the inner contradictions of this process in Latvia.

The essential peculiarities of the readiness for self-implementation:

Considering the development of the readiness for self-implementation in a secondary-school adolescent it is important to take into account the fact that social interaction can have not only the true forms which lead to the personal growth of an individual but also the false forms which lead to self-destruction and personal degradation provoked by the social sphere itself.

The analysis of the psychological and pedagogical literature allows us to determine three aspects of the readiness for self-implementation in this research:

- Contents-structural
- Contents-conceptual
- Process-dynamic

The contents-structural aspect of readiness is viewed as an integral part of a personality which includes motivation (will, interests, values, and aims), individual abilities of an individual, and ways of self-implementation. Z.Chehlova (2002).

Abilities are understood as individual psychological qualities, which pre-condition successful implementation of a certain activity.

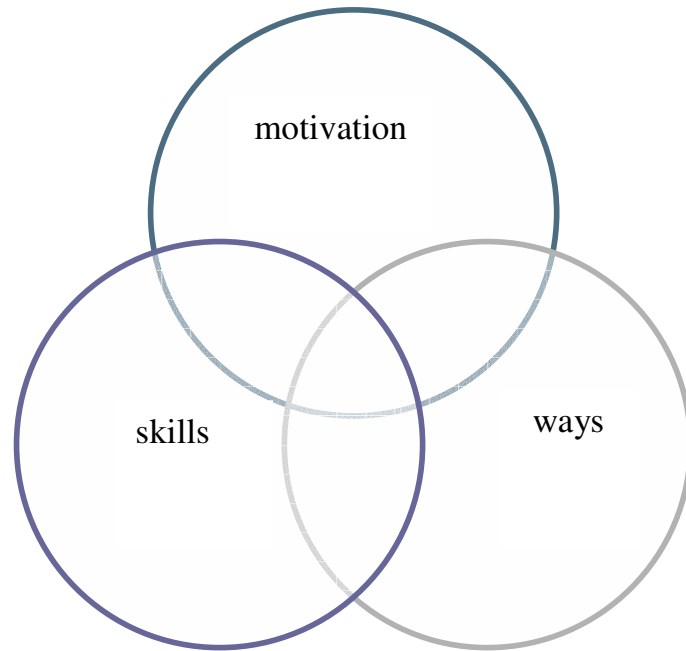
Skills form the ways of self-implementation. Knowledge, skills, and abilities are closely interconnected and activity is revealed as a manifold phenomenon which contains the aim of self-implementation as well as the methods and the results.

Personal motivation is the main structural component of the readiness for self-implementation; it determines the features of the readiness for self-implementation and its development.

Under the condition of adequate motivation ways of an activity develop into personal qualities which in their turn evolve into abilities for certain kinds of activity.

The structure of an individual's readiness for self-implementation is viewed as an integral part of a personality which incorporates the interaction and interconnection of its structural components such as: motivation, individual skills, and ways of self-implementation.

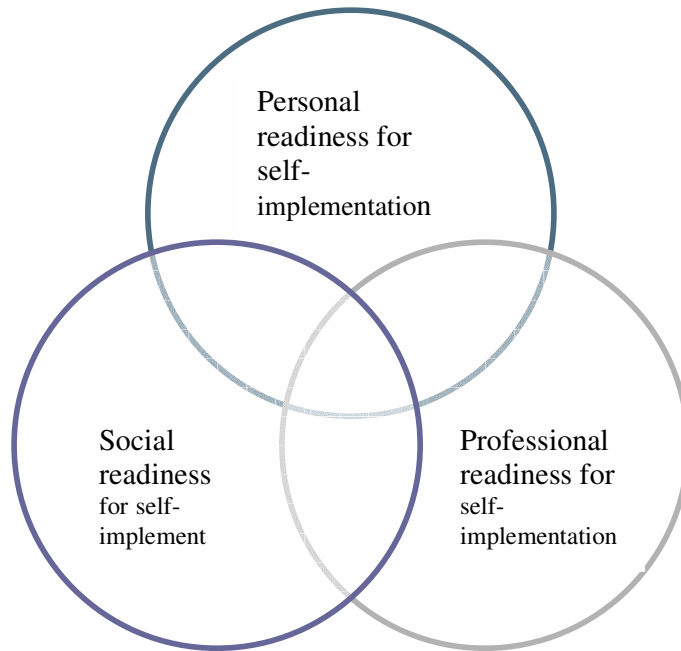
Fig.1. The structure of an individual's readiness for self-implementation



The contents-conceptual aspect of the readiness for self-implementation is viewed in this research in the interconnection and interaction of its personal, social, and professional elements.

These contents-conceptual forms are divided on the basis of the adolescents' age-group peculiarities into personal readiness, social, and professional self-determination (D. Elkoņinš 1989, L. Vigotskis 1991).

Fig.2 Model of Adolescent's Readiness for Self-implementation in the Contents-conceptual Aspect



The interaction of these aspects forms the overall readiness of adolescents to self-implementation.

Criteria and data of the readiness for self-implementation:

Each type of the readiness was analyzed with the help of the developed criteria and data. The criteria and data were worked out on the basis of the analysis of V. Frankl (1988), F. Erikson (1995), R. Zobov and V. Kelasjev (2001).

Fig.3. Criteria and data of personal readiness for self-implementation

№	criteria	data
1.	attitude to personal ego	<ol style="list-style-type: none"> 1. adequate self-evaluation 2. realization and acceptance of personal relevancy 3. ability to self-control
2.	personal values	<ol style="list-style-type: none"> 1. ability to make a free, conscious choice 2. personal world outlook 3. permanent interests
3.	cognitive needs	<ol style="list-style-type: none"> 1. thirst for learning 2. ability to concentrate 3. getting satisfaction in cognitive activity

The analysis of self-implementation, conducted in two schools among students, has shown that its level remains low. It points out that reproductive form of teaching-learning activity still prevails at school. A large number of students do not mention such forms of activity as discussion, dispute; and, it is obvious, that this kind of work is not carried out at their school. Integrative teaching is also scantily used. Regretfully, such forms of activity which do not represent any interest for adolescents, such as writing on the board, solving problems, retelling a part of the lesson, writing tests, doing exercises, are mainly used by teachers. These conclusions can be made also from talking to the students. There is no doubt that the students are attracted to creative types of activity. Most of them emphasize their interest in the project – a topical form of work in modern school. Hence, we can see that there is an obvious contradiction between the teacher's work at developing the student's knowledge, skills, and abilities and the student's will to develop his or her individual abilities and talents, a desire to work independently, actively, creatively.

Unifying purposeful programme for the development a readiness to self-implementation.

The main task of the initial stage of our experiment in the teaching-learning process was the creation of a unifying, purposeful programme of development the readiness for self-implementation in an adolescent. This programme lies in the basis of the whole strategy of the constructive experiment.

The unifying, purposeful programme is the creation of the integrative educational content, aimed at developing a personal, social, and professional readiness for self-implementation of adolescents in the frames of the state educational standards.

The priority steps featured in the programme in this experimental research are the following:

1. The development of the educational modules – a system promoting the free choice of aims and means for self-implementation.
2. Creating a dialogue in the teaching-learning process, on the basis of the object-subject relationships which stimulate adolescents' social experience.
3. Vocational direction in the teaching-learning process as a means of realizing individual abilities and skills in the chosen domain by the students which also promotes the enrichment of an individual experience, and defining the future prospects.

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**Using,
choosing
or creating
the future?**

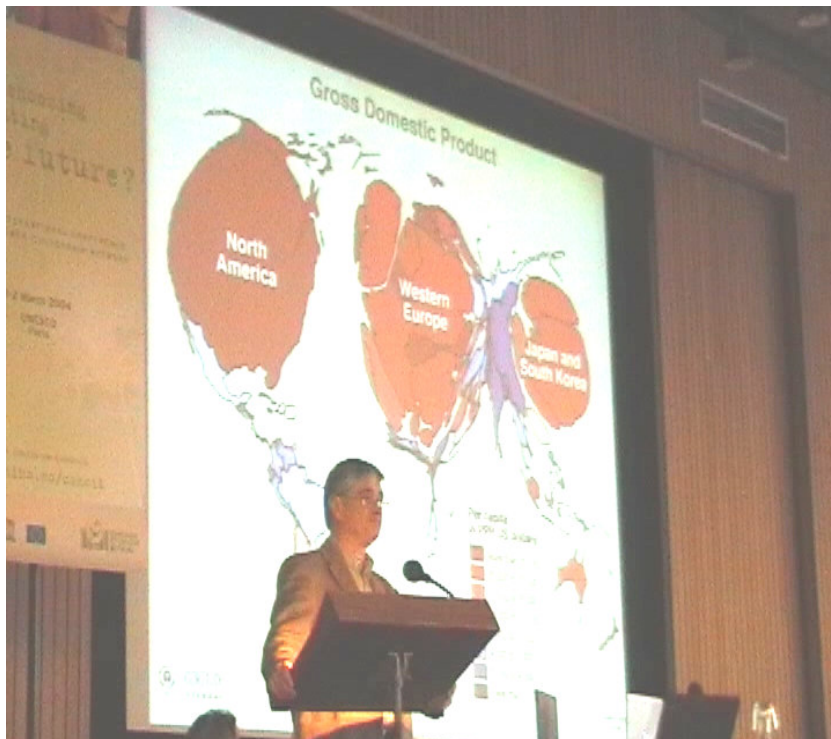


The Consumer Citizenship Network Conference

UNESCO, Paris 1-2 March 2004



Ansvarlige livsstilsvalg, økt miljøbevissthet og rettferdig fordeling av resurser var hovedtema



165 deltakere fra 33 land var tilstedet på konferansen som ble arrangert av Høgskolen i Hedmark i samarbeid med UNESCO



Målsetning var å se nærmere på hvordan individet, i sin rolle som samfunnsborger så vel som forbruker, kan bidra til global solidaritet og bærekraftig forbruk



Konferansen var den første internasjonale samling av
The Consumer Citizenship Network,
et tverrfaglig nettverk av forskere og pedagoger, som
koordineres av Høgskolen i Hedmark. I tillegg til UNESCO
er UNEP (United Nations Environmental Program),
Consumers International, universiteter og
forskningsinstitusjoner medlemmer av Nettverket



Hensikten med Nettverket er både å skape dialog mellom forskere, pedagoger og det sivile samfunnet og å styrke samarbeid om verdiformidling, demokratiopplæring, miljø undervisning og forbrukerlære.



Livskvalitet og forbruk

Under konferansen ble det satt fokus på nødvendigheten av en gjennomtrengende revidering av vår verdigrunnlaget når vi velger hvilke livsstil vi skal ha.



Hovedforedragsholdere og mange av de 45 som presenterte rapporter fra forsknings- og utviklings arbeid slo fast at nåtidens forbruksmønstre må endres i lys av globale forskjeller og miljøbelastning.



Dette krever relevant kunnskap, adgang til alternative produkter og tjenester, og viljen til å stå imot kommersielt press.



I løpet av konferansen gikk man nærmere inn på blant annet følgende temaer:
kommersiell påvirkning av barn og ungdom, økonomiske og økologiske konsekvenser

av dagens forbruk, forbrukerrettigheter, matsikkerhet og internetthandel.



Systematisk, sammenhengende undervisning

Verdibaserte undervisning ble fremhevet som redskap for å hjelpe elever og studenter til å bedre forstå sine forpliktelser som forbrukere og verdensborgere. I løpet av konferansen ble det diskutert virkningene av undervisnings metoder som scenarier, case, "service-learning" og "future workshops".



FNs tiår for utdanning om bærekraftig utvikling



FNs tiår for utdanning om bærekraftig utvikling (Januar 2005-Des.2014) er FNs General Forsamlingens respons til Toppmøtet i Johannesburg 2002. Forberedelsene til tiåret er i gang og konferansen så vel som CCNs arbeid forøvrig er en del av dette.

Internasjonal utmerkelse for innsats for forbrukerundervisning

Under konferansen ble Victoria W. Thoresen tildelt "The Tower Person Award for Consumer Educators". Denne utmerkelsen deles ut årlig av den Tekniske Universitet i Berlin og har tidligere gått til individer fra Holland, Spania, Norge, Hellas, og Chile.







**CONSUMER
CITIZENSHIP
NETWORK**

The Consumer Citizenship Network: transforming knowledge into sustainable development

Written by Victoria W. Thoresen
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Abstract:

The Consumer Citizenship Network: transforming knowledge into sustainable development

There is a growing need to stimulate the individual's awareness of the central role they play in forming society and to assist them in finding constructive ways of doing so. This is particularly crucial in relation to the individual's role as a consumer. The Consumer Citizenship Network (CCN) is an interdisciplinary network of educators and researchers who share an interest in how the individual's role as a consumer can contribute constructively to sustainable development and mutual solidarity. The participants develop interdisciplinary approaches to central issues dealing with the balance between material and non-material well-being and how one can translate ethical values into everyday practice through conscientious participation in the market. This paper will describe consumer citizenship education and the rationale for and the work of the Consumer Citizenship Network.

Text:

THE CONSUMER CITIZENSHIP NETWORK
-- transforming knowledge into sustainable development

The faces of change

The rapid and extensive expansion of commercial influence in all areas of public as well as private life has led to a significant increase in frustration, disillusionment, passivity and bitterness. Indications can be seen in the growing numbers of indebted, addicted, violent people and criminals in Europe and the world at large. (1) At the same time there exist an unprecedented number of opportunities for the exchange of knowledge, for debate, complaint, redress, guidance and change initiation. Universities and colleges play a unique role in bridging the gap between these two conditions. They have the responsibility of providing relevant education through which students will gain insight into the systems and processes leading to sustainable human development for all. Teacher trainers, in particular, face the challenge of helping students integrate scientific, theoretical knowledge on these topics into professional practice. Educators, as well as students, need to be motivated and empowered to actively participate in the growth of a just society.

The citizen

Citizenship is a form for social cooperation and identification, commonly understood as membership in a nation-state. It is, as Mark Kingswell says, “a way of making concrete ethical commitments of care and respect”. (2) The citizen is the key figure in conceptualizing and implementing a community’s programs and policies thereby, in principle, providing incentives, revising priorities, and creating common focuses. Since 1980 the number of democracies in the world has risen from 41 to 82, while the number of authoritarian regimes has fallen to less than 20. (3) Thus when describing “citizens”, one speaks of those who participate in governance ideally anchored in popular representation and characterized by freedom of speech, freedom to organize, and the rule of law and order. Democracy is composed of patterns of social behavior within specific structural settings which are to be found on all levels: the formal government, non-governmental organizations, and community organizations. These patterns are intended to direct coexistence, facilitate exchange of opinions, contribute to transparency and accountability and define and revise the definitions of rights and responsibilities.

But democracy is also a system of power distribution. It determines the limits of power certain institutions and individuals can exercise. Democratic systems evaluate and interpret laws and regulations, and thereby disperse sanctions and penalties. The distribution of power inherent in democratic systems is also intended, in principle, to function as a tool for goals such as sustainable development. The informed citizen has, in principle, the opportunity to contribute to the modification of structures and processes to better allow for this. The citizen is a community’s change agent.

The consumer

The consumer has traditionally been considered a pawn in a game of social acceptance, influenced greatly, if not entirely, by advertising and commercial pressure. (4) Others claim the consumer is a global dictator on the world stage and controls by his/her market choices the growth of the market and the direction of global development (5). Whether dictator or pawn, the consumer is a social force to be reckoned with on the international scene as well as in local and national arenas.

In this present age of cosmopolitans, jet-setters, immigrants, tourists, refugees and corporate cousins a large percentage of individuals’ affiliations are related to or include a degree of commercial activities. Market research has identified “global elites” such as teenagers, who have the same consumption styles and prefer global brands, be they of T-shirts, jeans, pop-music or videos. Global advertising spending is well over 435 billion USD yearly. (6) There is a constantly increasing flow of consumer products to new markets all over the globe. Competition to sell on an international scale is intense and aggressive as globalization has become a corporate ideology along the lines of global liberalism. Globalization has brought magnificent improvements and veritable tragedies. Consumption is not equally distributed around the globe. Poor people and poor countries bear many of the costs of unequal consumption. “The world’s dominant global consumers are overwhelmingly concentrated among the well-off, but the social and environmental damage from the world’s uncontrolled consumption falls most severely on the poor.” (7)

The consumer citizen

Only a century ago, the focus of socio-political involvement had mostly to do with production and employment policies. The increasing mobility of populations, production, symbols, money and information has modified identities and altered loyalties. In many

countries, corporate enterprises and mass media define “acceptable” lifestyles and behavior, and thereby exercise a decisive power in society. They contribute to the creation of identities and to the exchange of opinions and thus are integrally involved in processes, be they social or economic, central to democracies. Industry and business, significantly influence both the manner in which nations acquire resources for governance and social welfare as well as determine to a great extent nations’ priorities for economic and social growth. The need has arisen for discriminating consumers who can interpret relevant information and corporate messages in order to make choices that emphasize the demand for corporate social and environmental responsibility-- prudent choices that contribute to universal human development and intra-generational equity. (8) Today’s paradigm is of the conscientious consumer citizen who “civilizes the market economy” and contributes to sustainability. (9)

Consumer citizenship education

Consumer education has been regarded for many years as a minor aspect of daily life skills connected to home activities. Citizenship training has to a great extent concentrated on representative, participatory and judicial civic training. Environmental education has generally focused on pollution and basic tenets of natural ecology. **Consumer citizenship education** is a cross-curricular, interdisciplinary approach to promote attitudes, transfer knowledge and develop skills that combine consumer education, environmental education and civic training.

“Consumer citizenship is when the individual, in his/her role as a consumer, actively participates in developing and improving society by considering ethical issues, diversity of perspectives, global processes and future conditions. It involves taking responsibility on a global, as well as regional, national and local scale when securing one’s own personal needs and well-being.”

Consumer citizenship education deals with “empowering students to develop and evaluate alternative visions of a sustainable future” and motivating them to turn these visions into reality.

Activities dealing with issues related to consumer citizenship have been and are being carried out most notably in Canada and Australia. While citizenship education has gained ground in schools throughout Europe, consumer education in general, and consumer citizenship education in particular, has progressed slowly. This is despite the fact that the United Nations, as early as in 1985, emphasized the importance of consumer education. Article III/14/d of the “Plan of Implementation” of the Johannesburg WSSD (Sept. 2002) highlights the pressing need for sustainable consumption and points out that work towards this goal cannot be postponed. In Article 143 of the Amsterdam Treaty the European Community has also seen the importance of consumer education and citizenship training. The EU Agenda (Barcelona 2002) defined by the Heads of State and governments focuses on the goal of “sustainable growth and greater social cohesion” and refers to the need for increased cooperation between the physical and social sciences.

The Consumer Citizenship Network

Participants

The Consumer Citizenship Network brings together expertise in the fields of citizenship-, environmental- and consumer education to develop good practice for teaching and accessing consumer citizenship education. The Network consists of 125 institutions in 29 countries with an additional 3 associated countries. UNESCO, UNEP and international consumer and civic organisations are members. The Consumer Citizenship Network provides channels of communication and dialogue for research and development work related to consumer citizenship education. (10)

Bringing professionals from diverse disciplines together to develop an integrated approach to a major challenge of modern day society such as sustainable consumption demands openness, flexibility and patience. Connections between researchers, lecturers, teacher trainers and socio-economic actors are few and often weak. Issues of sustainable consumption include such highly debated topics such as food safety, genetic modification of organisms, single markets, fair trade, environmental protection, equitable distribution of resources, lifestyle diseases, etc. These are not merely local or national issues. Most often they tend to be regional or international. Citizens need training in how to define issues; gather, handle and apply relevant information; consult; plan courses of action; make choices; analyse and assess the consequences of their actions, and reflect upon the effect they have made locally, nationally and in a global context.

Aims

Countries have diverse socio-economic histories and meet the present market-induced dilemmas in different ways. The network will provide opportunities to learn from each other's experience. The CCN is based upon the principle of discourse and cooperative learning. Participants share their work, discuss its merits and weaknesses and assist in developing approaches and materials. Up-to-date scientific research is essential for the practicing of consumer citizenship and the network deals with the challenge of how institutions of higher education transfer knowledge, skills and values. The social change implied in the ever more widely used term "sustainability transition" depends upon environmental sciences incorporating human dimensions into their research. It involves bringing the results of research within the reach of teachers, students and the citizens in general so that the results can motivate modifications in attitudes and behavior. To do so, universities and teacher trainers are faced with the challenge of using participatory, active learning connecting daily life experience to more complicated and often theoretical considerations. Use of new information and communication technologies is also a part of the didactical approaches to consumer citizenship which the network will investigate and develop.

To accomplish this the CCN is in the process of establishing an arena for communication and the exchange of ideas and resources about consumer citizenship; making curriculum surveys; preparing conferences (the first to be held at UNESCO headquarters in Paris 1-2 March 2004.) (For more details about the conference contact the author of this paper); publishing research and development work reports; preparing guidelines for learning materials which can be used for both classroom and distance teaching; developing prototype teaching- and competency-assessment materials prepared for undergraduate, post graduate and professional training; creating a database of teaching materials and relevant literature and web links; publishing a newsletter; and establishing an interactive web-site.

General structure

A Core Unit, at the Hedmark University College in Norway, provides the CCN with administrative management and academic guidance. A Communications Unit, at the London Metropolitan University in the U.K., has responsibility for the databases and interactive

websites. In addition, the Network has a steering group which provides academic direction for the project, linking the various activities and carrying out specific tasks.

The Network maintains five thematic groups which secure a balance between the reflective aspects of the network and the pragmatic ones. The themes may, during the life of the network, be altered if deemed necessary on the basis of the results of the discussions, the surveys, other research, the participants' interests, or events in society at large. The following thematic groups have been established for the first year.

Areas of focus

1) Ethical challenges : *How can the consumer citizen deal with the ethical challenges of prosperity?*

This group will deal with subjects concerning e.g.: value-based education, character building, fair trade initiatives, sustainable lifestyle initiatives, transparency and accountability, and collective vision.

2) The information society: *How can the media and ICT be constructive tools for the consumer citizen?*

This group will deal with subjects concerning e.g.: commercial influences on youth and children, the acquiring and handling of information as a consumer citizen, how complex concepts can be made accessible and understandable for young people, e-commerce, and marketing.

3) Rights and responsibilities: *What are the consumer citizen's rights and responsibilities as regards food, transport, housing, energy use and personal finances?*

This group will deal with subjects concerning e.g.: the impacts (social and ecological) of production and consumption and how the consumer citizen can prevent or change them. Other related topics might be: industrial ecology, lifestyle modifications, financial literacy, and community initiatives.

4) Global solidarity: *What contributions can the European consumer citizen make towards the eradication of poverty in the world?*

This group will deal with subjects concerning e.g.: North/South issues, industrial poverty, resource management, economic systems, and civic action.

5) Involvement: *How can awareness and social involvement be stimulated in the consumer citizen?*

This group will deal with subjects concerning e.g.: use of case-studies, active learning, scenarios for the future, and training of communication skills, conflict resolution skills and change management.

The work of the Consumer Citizenship Network to contributing to the growth of consumer citizenship education as a relevant, interdisciplinary theme in universities and colleges. has as its main aspiration to contribute to the individual's integrating of democratic ideals with personal aspirations thereby assisting in the evolution of a civilized international market.

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