



Partnership for
Education and research about
Responsible
Living



Enabling Responsible Living

PERL's International Conference

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Abstracts of Presentations



NORWEGIAN MINISTRY OF CHILDREN,
EQUALITY AND SOCIAL INCLUSION



Education and Culture DG
Lifelong Learning Programme



Hedmark University College



CONSUMER
CITIZENSHIP
NETWORK

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Paper Presentation Monday 14.30 - 15.30

1.1. Teacher Training

Integrating Education for Responsible Living in Pre Service Teacher Education the Promotion of Ethical and Ecological Consumerism

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Quality education can be a key agent of change; initiating, promoting and achieving responsible living. Teacher education has the potential to shape the knowledge, skills and attitudes of future generations thus creating a more sustainable world. The UNECE Strategy for Education for Sustainable Development (ESD), 2005, highlights the need to reorient education towards participatory, process and solution-oriented methodologies, with an emphasis on the development of critical thinking, in order to assist consumers in choosing a responsible lifestyle. The holistic and integrative approach of Home Economics involving social and ecological dimensions means it is ideally placed to contribute a great deal of experience and ideas developing innovative knowledge systems for responsible living.

This abstract outlines a novel cross-curricular educational intervention strategy developed by the authors in the Home Economics Department, St. Angela's College, Ireland to include teaching and knowledge systems for responsible living by focusing specifically on ethical and ecological consumerism in the Bachelor of Education (B.Ed) programme. The intervention was funded by The Ubuntu Network and Irish Aid. This method of embedding education for responsible living in the degree programme allowed for the enhancement of understanding regarding the key challenges presented by sustainability. The initiative involved the collection and analysis of pre and post intervention data and the use of student reflections. As a result, the project facilitated higher order thinking which encouraged pre service teachers to engage in critical dialogue on philosophical and ethical issues in relation to responsible living. It is hoped that this research will have a positive influence on the intended behaviour and future practice of Home Economics teachers in relation to responsible living.

Teachers Training on Education for Responsible and Sustainable Consumption

Nieves Alvarez Martin, MAG, Center for Consumer Studies, Spain

1. INTRODUCTION

Educating for responsible and sustainable consumption, should contact the students with values that make them aware, critical, responsible, caring and committed to their environment. Understand that their decisions are not neutral, but affect (for better or for worse) the world in which they live.

2. INITIAL TEACHER TRAINING

- Provide clear concepts, effective procedures and positive attitudes that create the appearance of habits that are choosing a responsible and sustainable consumption.
- ways to be able to propose scenarios that combines science with life, to know reality, interpret, propose alternatives, solve problems and act consistently with what they learned.
- ways to be consistent, using empathy and love of teaching, going to their students.

3. TRAINING OF TEACHERS:

- Include these updated content, innovative and interesting, to hook them.
- Promote the development of projects between teachers from different countries.
- Facilitate exchange of experience and publication of good practices.
- Assess your work and boost their social status.
- Provide quality multimedia educational materials adapted to their environment.
- Encourage them to participate in thematic networks (similar to the E-CONS NETWORK created for them.)

4. IN BRIEF

The school is called to create change, create questions, to open new windows to the present and future happiness, freedom, responsibility and solidarity. We need teachers to participate actively in this task. Only succeed if we are able to convince them, delight them, and recognize that their work is essential.

Awareness on Sustainable Development in Teacher Training Programs, How can Teacher Training Foster the Ability to Build Relationships Necessary for Responsible Living?

Hakan Dilman, Maltepe University, Turkey

Sustainable development is of crucial importance not only for people currently living on our small blue marble but for the coming generations' comfort and benefit due to its economic, social and environmental impacts. In the process of having a sustainable development teachers have great responsibility through enhancing their students' awareness of social, economical and environmental issues both in national and global levels.

Teachers are not the ones who are teaching their subjects to the students but they are the ones who act as a social engineer, as a leader, as a team member, as a role model within the community where they live and work. These changing teacher roles force teacher training programs to make some changes in their curriculum in order to increase the awareness especially on social issues, and to arrange some social projects in which future teacher candidates and community members meet with each other and work together. Especially teacher training programs and the teacher candidates' quality are of certain impacts on the social and economical development of the developing countries. Teachers' quality in developing countries as valuable as the quality of the doctors, engineers and advocates in these countries. Teacher candidates who are furnished with social, economic and environmental awareness as well as with their professional field of subject will undertake leading roles in their community's development process. They will make contributions to the general welfare and peace of our planet through fostering the consciousness of their pupils.

1.2. Social Innovation

The SEE Project: a Cases based Study to Investigate the Role of Design in Leading Social Innovation Initiatives

Francois Jegou, Strategic Design Scenarios – BRUSSELS, Italy

The role of technological innovation in shaping everyday life artifacts has been, for long time, the most important domain of application for researchers, practitioners and educators in the field of design. But recently a consistent series of attempts have been conducted to apply design approach, tools and methodology to complex problems. One of these has been their application on social innovation phenomenon with the aim to stimulate, support and make it replicable. Today designing for social innovation is an emergent field of application for design.

This paper reports results of a cases based study, conducted in the context of Sustainable Everyday Explorations research (SEE) within the PERL European project, on the role of design in defining, shaping and implementing social innovation initiatives.

The study, that relies on the collection of 8 different social innovation cases implemented in Italy, France, China, Colombia, Brazil, and USA has pointed out the design role in them. More precisely: (1) their being “design-led initiatives”, where the designers are different actors, included the professional designers. (2) The specific design competences needed to conceive and develop them.

Considering the second point, the study has individualized 6 different typologies of design actions that have been implied: the exploration and mapping of existing local social initiatives oriented toward the inspiration of new solutions or systems of solutions (investigating); the design of the tools used to support interaction and convergence among the parties involved (facilitating); the design of the scenarios, proposals, simulation and rapid prototyping are used to stimulate and orientate the design partners and stakeholders in the design process (envisioning); activities oriented towards organising synergies and multiplication effects among the different single projects and elements of the project (systematising); the design of digital platforms, toolkits and other supporting tools are used to enable the local players to act by themselves (enabling); the design of illustrated presentations, mapping visualisations, appealing visuals are used to explain and disseminate the project (communicating).

The idea is basically that social innovation initiative are articulated co-design processes, where different actors converge to concretely define a specific social innovation solution that ask for a design approach (design thinking) and for specific competences (design knowledge).

My College Tomorrow: Innovation Labs to Enable Collective Public Action on Education Environments

François Jégou Strategic Design Scenarios, Belgium

Stéphane Vincent, La 27e Région, France

Victoria Thoresen, The Hedmark University College, Norway

How to support regional authorities in rethinking the way they develop colleges? How to enable pupils, professors, staff and all populations around to collectively take action towards new and more sustainable educational environments?

This paper will start from the on-going research and development programme: "My college tomorrow" of the French public innovation lab La 27e Région, to present new participative approaches to enable local stakeholders to co-design new and more sustainable way of living and to renew the way public policies support local sustainable transition.

As spin-off of ARF, the Association of French Regions, La 27e Région is introducing and experimenting since 2008 user-centred methods based on user participation, interdisciplinary teams, hands-on stakeholders workshops, collective projections and applies it to colleges as one of the main fields of responsibility of regions in France.

In particular, the paper will concentrate on 3 parallel and interwoven approaches experimented:

- residences as 3 weeks immersion sessions of interdisciplinary creative team of young designers, sociologists, architects... conducted in 4 different professional, technical, agriculture and general teaching colleges;
- experimental studio as a semester scenario building exercise with design students building on lessons learn through the residences to produce breakthrough and inspiring new visions of colleges infrastructures;
- creative ateliers as multi-stakeholders workshops organised within regional councils taking part to the programme to transfer concrete experiences on-site and inspiring visions gathered to the civil servants of the regions and enable their Directions for Education to reproduce themselves the approach of La 27e Région locally.

The conclusion of the paper will elaborate on this experience to analyse how public innovation labs as La 27e Région could enable collective public action towards sustainable living in particular going through the following issues:

- how schools through project-based and action learning can play the role of active agents supporting local sustainable social change;
- how immersive collaborative sessions as residences enable local stakeholders to question their interaction and reset the way they collaborate;
- how public innovation model can evolve towards a permanent state of experimentations through a network of local participative micro-projects;
- and finally, how more systematic citizens' participation through disseminated public innovation labs outlines a collective and informal life-long learning process towards sustainable living.

Compus – Collaborative Campus: Platform for Collaboration Towards Sustainable Aalto Campus

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COMpus is an online social media platform where students of Aalto University address and share sustainability concerns and ideas that they themselves encounter at the campus and in their everyday student life.

Background: Within the strategy of Aalto University, sustainable development is considered an essential part. Therefore projects that aim at creating a more sustainable Aalto campus are currently being launched. Sustainability, which can be seen as a social learning process, requires shared responsibility, collaboration and knowledge sharing among the different individuals and groups which form the Aalto community. It is important that the students of Aalto are given the opportunity to get involved in the shaping of a more sustainable campus.

Aim: The aim of the COMpus project is 1) to improve the quality of everyday student life, 2) to unite and empower the whole Aalto student community and 3) to build a socially and environmentally more sustainable Aalto campus. A secondary objective is to encourage parties outside Aalto to initiate similar activities in their own environment and thus generate a more significant impact on campus life in a broader context.

Project: In the COMpus design project we examine how social innovation can enhance responsible and sustainable living within Aalto. We broaden our understanding of which forms of social innovation would be possible within Aalto by mapping needs, ideas and possibilities for sustainable development among the students. We conceptualise an online platform that enables and encourages collaborative initiatives. The platform acts as an easy and equally accessible channel for communication along the different phases of addressing, discussing and solving sustainability issues.

1.3. National Perspectives on a Global Issue

Finnish Action Framework “Education for Global Responsibility” Invitation for Dialogue

Kaija Turkki, University of Helsinki, Finland

This paper aims to introduce one national programme (2006-2010) titled: ‘Education for global responsibility’ launched by the Ministry of Education in Finland. The starting point was the Maastricht Declaration (2002) to define and challenge ‘global education’ as a citizenship education based on moral and ethical values, and to invite all sectors of society to contribute. Teacher education and life long learning were selected as key activators. ‘Education for Global Responsibility’ was committed to various international initiatives at European and international levels including the UN Millennium Goals and UN Decade of Education for Sustainable Development 2005-14. The programme unites various global dimensions such as human rights and equality, sustainable development, multiculturalism, developmental policy as well peace and conflict prevention. One key focus is the aim to reach

all citizens and the whole population to rethink their own activities from the perspective of global responsibility in all arenas of learning. The programme aims to raise the global awareness to motivate and promote good life and sustainable future and gradually enrich into the current realities of life.

Besides introducing this programme I will raise discussion based on my research to develop 'tools' to analyze our daily activities to better understand global perspectives and their influences in our life. Home economics having interdisciplinary nature makes it possible to process the current realities of life in various societal arenas. This multidimensional framework challenge us to introduce our knowledge in a novel way to reveal the qualities of being a life supporting discipline and having a communicative role in society. As a part of my presentation I will make a call for interest to find out some other countries working on global education with similar focuses and frames. A target could be a collection of 'good practices' based on our common European frames and reflecting our national ones guiding our work in education, in research, in services and local policies etc.

Partnerships in the Transition Towards Sustainable Food in the Netherlands. Taking Responsibility in (new) Supply-chains and Partnerships

Machtelijn Brummel, Program-advisor Learning for Sustainable Development, Netherlands

This workshop is related to the 2 following questions:

- What are conditions for successful partnerships for responsible living?
- What are specific challenges and opportunities of partnerships between the educational sector and the business sector?

In the workshop I will introduce 2 Dutch partnerships and after the introduction I would like to discuss with the participants the need to work with producers (local and international, retailers and consumers or educators in order to make the needed transition towards sustainable food).

One high level international platform with big companies.

Marine Stewardship Council (MSC) / Aquaculture Stewardship Council (ASC)

My first example will be a already established and successful partnership, started in 1997 between WWF-the Netherlands and multinational Unilever. Since 1999 MSC is a international not-for-profit organisation with offices all over the world.

More recent the ASC, for fish raised in aquaculture, was formed. In 2011 this organisation will be fully operational. WWF and The Dutch Sustainable Trade Initiative, as well as many companies that manufacture of sell fish are involved (Ahold; Nutreco; Sysco etc)

more info: www.ascworldwide.org/ or <http://www.msc.org/>

And one based on the local economy, with small producers:

Platform Farm-Education

New business-opportunities for farmers, f.e. selling produces directly at the farm, facilitating recreational needs or provide a place for business-meetings are promoted. Educational programmes for school or other groups could also be a part of new business opportunities for farmers. For schools it is a interesting method to provide for curriculum-activities concerning world-citizenship and learning about yourself and your environment. This partnership between farms and schools trains and certi-

fies farmers that that want to run a school-educational program. And is also a platform that brings farms and school together.

1.4. Consumer Education

Educating Responsible Consumers for a Sustainable World

Daniel Fischer, Leuphana University Lüneburg, Germany

Cleaning up community premises, installing solar panels and addressing poverty issues in society classes – all these activities claim to educate students for sustainable consumption. Educators face a remarkable diversity of themes addressed as well as objectives pursued under the umbrella term of education for sustainable consumption (ESC). While the heterogeneity of approaches allows several stakeholders and educational strands to connect to ESC, it also bears the risk of blurring its conceptual contours and diluting a clear understanding of what ESC essentially is about.

This paper argues that education needs to critically reflect its role in promoting sustainable consumption by first and foremost clarifying its underpinning understanding of sustainable development and its inherent normative ideas of justice, responsibility and the quest of a good life for all. It is then asked how consumption choices, practices and actions can be related to the notion of sustainable development and what options and constraints exist for students as consumers to act sustainably. Based on these clarifications the paper outlines propositions for a concept of ESC that

- root in the normative premises of the idea of sustainable development,
- offer a positive and salutogenetic didactic approach,
- engage school actors in deliberative processes on responsible consumption,
- adopt a whole school approach to cultural change
- enable students' to acquire sustainable consumer competence.

Practical applications of the proposed approach to ESC are illustrated using case examples from the BINK project, a three years collaboration project involving a transdisciplinary team of researchers and educational practitioners.

Education in Finance, Consumer Citizenship, and Sustainable Consumption

Ragnhildur Björg Guðjónsdóttir, Association of Life skills teachers, Iceland

In Iceland a curriculum named “Fjárinn” has been published. This curriculum is designed to increase the knowledge of young people in finance and matters regarding every day consumption citizenship. The curriculum is based on factors of prudence, values, efficiency and sustainable environment. The curriculum is focused on students working by themselves to evaluate their lifestyle and learn to plan and manage their own finances as well as make them aware of their responsibility in live.

The Curriculum “Fjárinn” includes among other subjects the following.

- Financial education aimed at young people from 16 until 20 year.
- Facts about the labour market (rights and obligations of labour).
- Rights and obligations of the consumers.

- Bookkeeping – software for home and individual consumption. The software includes calculators which are easy to handle.

Consumer education is about lifestyle, buying things, insurance, ethical consumption, and sustainable environment. The curriculum is distributed on a USB – key which enables the student to keep the curriculum and his/hers private finance together in one place. Also the student can use the USB-key in other aspects of his studies. Furthermore the teacher gets a speciality equipped USB- key for use while teaching. This curriculum has been taught also via the internet in distance courses for students in grammar schools. Last but not least it is the objective of the authors to minimize the effect of this curriculum on the environment by making it available on the internet and USB-keys and decrease the use of paper.

Enabling Responsible Living by Increasing Social Awareness: Integrating Social Responsibility Projects into Undergraduate Curriculum

Ilgın Gökler-Danişman, Maltepe University, Turkey

Özden Badımcı, Maltepe University, Turkey

Social awareness can be defined as developing a meaningful relatedness to and taking responsibility regarding the surrounding social environment and social phenomena. It is usually referred together with the term social consciousness. Social consciousness requires becoming an active citizen by being respectful to human rights and basic freedoms; contributing to the development of social justice and solidarity; and participating in the process of decision-making and responsible living. Universities play a key role in the development of social awareness by providing opportunities for the students for internalizing the sense of social responsibility and encouraging them to become engaged citizens, through developing and carrying out social responsibility projects. Non-governmental organizations (NGOs) are other major actors in civil society. Therefore, university-NGO partnership is essential in reflecting civil society needs in the curriculum. Integrating social responsibility projects into the graduate curriculum on the basis of such partnership promotes relevant knowledge and stimulates the will for responsible living and Active Citizenship. The current presentation focuses on the important role of university-NGO partnership by providing a specific example of such partnership-Maltepe University and Youth Re-autonomy Foundation of Turkey. At Maltepe University, psychology students involved in an NGO-initiated “Youth Re-autonomy Project” by taking ‘Social Responsibility Class’. The students have gone to youth detention center with their supervisors one day a week for three months. Results of the qualitative and quantitative analysis regarding the students personal experiences will be discussed in terms of sources of motivation for project participation, personal and professional gains and expected contributions for beneficiaries.

1.5. Partnerships for Responsible Living

Partnership: a Challenge or an Opportunity for Public and Private Sectors?

Marino Melissano, CTRRCE, Italy

Christophe Bernes, National Institute of Consumption, France

A partnership is a meeting between two or more partners, from public or/and private sectors. In the area of education, it is a challenge that involves every citizen and needs human resources, finances and material. A partnership in the area of education, it is an opportunity for all partners to have tomorrow better informed, aware and responsible citizens.

The authors would like to present a paper on two partnerships in the area of education, between public and private sectors from two different points of view : public towards private and private towards public.

Who asks for the partnership? How could the partners work together? What are the weakness and forces? Who are the targets? How can this be implemented? What are the results?

Partnership Public towards Private sectors: to increase use of tap water as a cheap, safe and ecological resource to preserve

Partnership Private towards Public sectors : to increase use and knowledge of olive oil as a nutritional, sustainable and healthy food product.

Schools Earth Care Campaign 2010-2014 Promoting a Sustainable Life-Style

Hans Levander, Life-Link Friendship-Schools international programme, Sweden

1. Human Life-Style and Planet's Carrying Capacity

Our time's most urgent challenge could very well be formulated: How to adapt the human Life-style and how to adapt the structure of human societies in order to harmonize with Planet Earth's carrying capacity?

We hear figures that human population on Earth would demand three (3) or even five (5) Planets if we want to continue our present Life-style and consuming patterns. We also hear alarming concepts such as "peak oil", "peak food", "peak cod-fish".

In order to find solutions to such scaring information we must in a more structured and cross-border coordinated manner include education, youth and schools. This is of course a mandate of United Nations institutes and other IGOs and NGOs . The Life-Link Friendship-Schools independent programme, based on natural and social sciences, is proud to join such an effort by presenting a schools' Earth Care Campaign 2010-2014 in order to inspire youth, teachers, parents at and around schools world-wide to engage in constructive collaboration for the benefit of Sustainable Life-style, Education for Sustainable Development, Biodiversity, Water for Life and Comprehensive Common Security .

The Earth Care Campaign has been developed in collaboration with UNESCO during a pilot study 2007-2008, and is recommended by the D-ESD leading agent at UNESCO Hq Paris. Partners also include Clean Up the World (Australia), UN Decade on Water for Life 2015-2015, ENO Tree planting program (Finland), Malaysian Nature Society.

2. Health & Care

Why does a Medical Doctor, specialist Internal Medicine, Heamatology and Rheumatology engage in Planetary concerns and schools' education curriculum?

After 30 years in Medical practice and Medical Faculty education, I am well aware that if I do not adapt to a constructive Life-style, I will sooner rather than later suffer from Health problems! A sustainable Life-style includes my attitudes and my behaviour on three interactive levels: towards My-

self, towards Others and towards our common Planetary Living-Room with its fragile Biodiversity! (At a presentation some examples will be given).

3. Cross-Cultural values: to Care for Myself – Care for Others – Care for Nature

The Life-Link program initiated 22 years ago stresses, within a cross-cultural value-base, that each student and of course also adult, must consider his / her capacity and responsibility for how to interact and behave in daily life with Myself – with Others – with Nature! The program forwards to each participating student the following relevant question: Am I friendly and constructive in my behaviour towards Myself? Towards Others? Towards Nature? Do I Care for Myself – Do I Care for Others – Do I Care for Nature ?

Care has the double meaning of to engage, to bother and also to heal; to be part of the solutions rather than to be part of the problem.

The Basic Life-Link program includes 50 proposed lessons that fit into the ethics of Care for Myself, Care for Others, Care for Nature. A class or some classes together can choose any or the lessons as an inspiration for performing a small local action, such as Healthy Food and Healthy Eating Habits (Care for Myself) or Multiculturalism (Care for Others) or Water for Life or Tree Planting (Care for Nature).

4. Earth Care Campaign 2010-2014 – a unique schools cross-cultural constructive collaboration! Earth Care Campaign 2010-2014 invites at any time schools worldwide for free to join a program based on three core Life-Link actions or courses: Water for Life, RRR Reduce-Reuse-Recycle, Culture of Care. The characteristics of this Campaign will be found on www.earthcare.life-link.org.

The three actions will annually be performed at classes in one appointed grade. Built into the actions is a dialogue (preferably via Internet) with other schools in order to exchange experiences from “our class” performed actions on Water, Care, RRR.

Never before in history, as far as we know, have schools had the opportunity to campaign together for the benefit of Sustainable Life-style, for the benefit of cross-border dialogue that will bridge cultures and pave the road to confidence and non-violent settings of conflicts, and for the benefit of Biodiversity that is a core quality of sustainable development.

Life-Link is proud to announce that UNESCO schools and several UNESCO national commissions world-wide recommend the Campaign 2010-2014. We know that other international and regional school-networks, with high quality programs, also consider joining the campaign, such as the Olympic Schools (de Coubertin schools), the Baltic Sea Water program schools, and International Baccalaureate schools.

Life-Link with high expectations looks forward to bring our experiences and results into the United Nations declared Decade on Education for Sustainable Development (D-ESD 2005-2014), the Decade on Water for Life (2005-2015), and the United Nations Environment Programme (UNEP) on Partnership for Education and Research about Responsible Living (PERL).

5. A Medical Doctors Prescription

Life-Link still a small NGO welcomes partners that are interested to invest in this courageous Endeavour; to bring youth and schools world-wide into a unique and urgent campaign in order to Care x 3, and to safeguard biodiversity within our common Living-room, from floor to the ceiling just 14 000 meters high! (Bottom of the Oceans mean depth, up to above the Himalayas maximum height for breathing)

Each individual can and must contribute. The Earth Care Campaign 2010-2014 calls schools to join! Teachers Guidelines are ready to serve any school, in English, Arabic and Spanish so far.

The Development of the Teacher Training Course on Consumer Citizenship as a Way Towards Networking Communities Perspective of Norwegian – Lithuanian Cooperation

Irena Zaleskiene, Vilnius Pedagogical University, Lithuania

The newly developed (2010) teacher training course on Consumer Citizenship as a result from latest Baltic - Nordic cooperation will be presented and discussed by the author. Theoretical part of presentation will be based on the ideas of networking society (Castells, 2006) and on the perspective of psychological teaching and learning theories such as Constructivism, Social Development Theory, Situated Learning Theory, Communities of Practice Theory, etc. Practical developmental process of the course will be analyzed from dimension of Active Participation of teachers and from analyses of possibilities to respond to the challenges of the needs of educational communities. Thus some research data on these needs will be discovered by author of the presentation. As far as the content of the course “Consumer Citizenship” is devoted to build up strategies for responsible living, the main actors – teachers – are trained and enabled to implement this course by cooperating and networking between themselves. Some insights and conclusions based upon reflections of students, teachers and teacher trainers on developing networking educational communities will be drawn up as a result of integrated theoretical and practical components (learning by doing) of project activities (2009-2010).

1.6. Consumer Citizenship

Consumer Citizenship and Responsible Living

Yoshiaki Takahashi, ESRI, Cabinet Office, Japan

The creation of a new Consumer Affairs Agency was described as structural reform to “society for consumer citizenship”. The notion of “consumer citizenship” is spreading into academic, lawyers, consumer associations and business in Japan. On the other hands, to achieve responsible living in reality, it needs to be understood by citizens themselves. One importance challenge in Japan is “citizenship” because, in order to “act” proactively, they need to understand “background” of phenomena (ex. Climate change) taking account of sustainability of “society” as citizens but notion of “citizenship” has not been developed well in Japan.

According from analysis in Japanese survey, persons who recognized to receive consumer education take eco-friendly behaviors such as checking if a product is eco-friendly one or not. In addition, the Report revealed that parents’ behavior may affect into children’s behavior. If parent(s) take eco-friendly behavior in his/her daily life, the children also take eco-friendly behavior.

However, focusing more on sustainability of these behaviors, these behaviors should increase subjective well-being (or life satisfaction). I am conducting a survey in this regard. It is also important to

develop standardized evaluation framework to grasp consumers' behavioral change as outcome of education. At the conference, I'll make a presentation about its preliminary thoughts for discussion.

Building Sustainable Social Systems with Consumer Citizenship Education

Rieko HANASHIRO, University of the Ryukyus, Japan

The study expounds how Consumer Citizenship Education (CCE) contributes to social sustainability. To attain this objective, environments affected by CCE are identified including systems that are needed to maintain social sustainability and the relationship between these social systems and CCE is developed. The findings indicate that:

Consumers influence their natural, social and political environments and ultimately their quality of life through the decisions they make about their individual and collective use of resources and the extent to which they contribute to the decisions that are made by their local and national governments.

Consumer consumption is affected by globalization, internet usage through mobile applications, and technological advances or risks like atomic energy, chemical usage and genetically modified products. Despite these advances, poverty and joblessness have increased the number of vulnerable consumers who can not buy anything.

Social systems that contribute to sustainable consumption can be attained by agreeing to and adopting the following: a) uniform global standards for all goods and services distributed worldwide, b) unified global regulations and surveillance of internet networks, c) alternative dispute resolution system for mediation including the use of ombudspersons, d) conservatorship/guardianship system for vulnerable consumers, e) unemployment benefits and retraining programs, f) public comments to express opinions and to propose changes, and g) the right to vote in open and fair elections.

The first step towards responsible living is to recognize the 'Power of One.' Every consumer has the power to influence and/or change the environments around them through their everyday decisions, social participation and voting rights. Consequently, promoting CCE leads to social sustainability.

Exchange, Empathy, Encouragement and Enabling-keys to Collaborative Progress Towards Responsible Living.

A Comparative Study of the Development of Consumer Citizenship Education in Norway, Japan, England and Sri Lanka

Victoria W. Thoresen, Hedmark University College, Hamar, Norway

Consumer citizenship has grown rapidly during the last decade and consumer citizenship education has provided a basis for existing definitions and models of education for sustainable consumption. This study looks at partnerships which have been involved in this process and the cultural, social and economic relationships which have characterized their collaboration.

In Norway partnerships have evolved between governmental authorities, teacher training institutions, and civil society organizations as well as Nordic and European equivalents represented through networks and projects. In Japan collaboration has primarily been coordinated by the Cabinet Office

together with researchers, universities, lawyers and some businesses. The United Kingdom, employing a top-down strategy, has brought together teachers, researchers and citizenship- and consumer advocacy organizations after including consumer citizenship education in the national core curricula. In Sri Lanka, businesses and teacher trainers have collaborated to develop consumer citizenship education as a part of their corporate social responsibility initiatives.

While the partnerships in the countries this study highlights have varied significantly in terms of participants, resources and target audiences; nonetheless, mutual exchange, compassionate respect, realistic encouragement and practical assistance appear to be essential and closely interdependent conditions of cooperation and keys to success in moving forward toward the common goal of stimulating responsible living.

Paper Presentation Monday 16.00 - 17.00

2.1. National Perspectives on a Global Issue

Youth, Consumption and Citizenship: the Brazilian Case

Fátima Portilho, CPDA/UFRRJ, Brazil

Some clues seem to point to a possible process of environmentalization and politicization of consumption in Brazil, similar to what has been occurring in other countries. In this process, consumption attitudes, behaviors, and practices are perceived as a way to materialize values and provide a political response to unsustainable social or environmental conditions. Actions such as boycotts and “buycotts” have been used to complement or replace conventional political practices such as voting or participation in parties and trade unions. This trend is seen as a possible expansion of the range of political action and participation, but little is known about the use of these actions by young adults in Brazil. Research projects and surveys aimed at understanding and measuring political involvement and participation seldom include this type of action, and these data ultimately end up being overlooked. The assumption that political consumption is becoming part of the repertoire of political participation requires a systematic demonstration, through empirical data, to show that individuals’ consumption practices can indeed be motivated by political or ethical issues and that these practices represent consistent behavior which can be measured and studied. With this intention we developed a quantitative survey to analyze the perceptions, interests, forms of engagement, institutional trust, and political practices of 457 young adults. Respondents were aged 17 to 29, lived in the cities of Rio de Janeiro and São Paulo, and were part of the three highest economic classes in the country – A, B, and C. For the purpose of comparative analysis, this survey follows an international survey entitled “Political Consumption: Politics in a New Era and Arena”, developed in three countries (Sweden, Canada, and Belgium), with 1015 students of social sciences, coordinated by Dr. Michele Micheletti (Karlstad University, Sweden).

The Concept of Global Solidarity as Seen Through the Perspective of Youth Responsible Lifestyles

Bisserka Veleva, Bulgaria

This is pragmatically oriented project of conducting survey among students of different years of study in various countries as to enable the youth generation perception how to understand the need of global solidarity and if this is compatible with their routine lifestyles.

Originally the idea came from Dana Vokounova (Slovakia) from their institution survey which had analysed how the students were accepting the very idea of sharing solidarity from economically well established European countries and to spread development aid among the needy global periphery. The questionnaire was adapted to the specific conditions in each of countries covering the project – Slovakia, Bulgaria, Ireland and Germany.

Furthermore it will be developed second phase of the inquiry to make a linkage between the perception of development aid to the personal attitudes of responsible youth lifestyles as well as for sustainable oriented response of the society during the period of financial instability and economic crisis. This second phase will be rather innovative as it will cover the updated perceptions among the youth in conditions of the growing uncertainty even in until very recently wealthy-doing countries like Ireland and it will be possible to deduce from the personal attitudes how the society transformations will affect implementation of responsible living.

Competence-Based Clusters: Successful Background for Industry-Academia Partnership (withdrawn)

Bistra Vassileva, University of Economics-Varna, Bulgaria

For many years, research and management thinking has focused on understanding and managing business relationships and networks. Now, the focus is shifting to managing industry-academia relationships and networks. Establishing and managing a competence-based cluster in developing markets is known to be a very demanding task. However, a network may help companies in their efforts to develop and commercialize innovative and value-added products and services as well as universities to develop competent and responsible managers. This study concentrates on how a competence-based cluster is contributing to the process of creating and sustaining a successful industry-academia partnership. Theoretical background of the study stems from network and innovation literature, referring to studies on clusters, strategic networks and innovation networks. The empirical part of the study concentrates on a single case, describing how a recently established competence-based cluster is utilizing the management of complex relationships in an industry-academia partnership. The results indicate that successful management of such business network requires precisely developed framework of competences, clear criteria for members' assessment and continuously nurtured process of trust creation.

What are we doing? A Contribution Towards a Review of the Consumerism Literature and Research in Portugal (withdrawn)

Alcina Dourado, Setubal College of Education, Portugal

Phillip Kotler stated what many consider the original definition of consumerism dated in 1972: "Consumerism is the social movement that seeks to increase the rights and powers of buyers compared to sellers". Many events happened after that around the world and the concept seems to be evolved in many countries, but when asked about it the answer is much likely to be confused with the marketing approach, the one that seeks to sell as much as possible, no regards with the environment or the social aspects.

Ölander & Lindhoff (1975) and Arnould & Thompson (2005) published 2 articles which intended to present some lines for the research and literature regarding consumer action and consumer culture in several countries. But are there any portuguese studies? Who works on these? What are the main approaches?

To understand responsible living there's a need to fully understand the state of the art in each country regarding consumerism within consumer action and consumer culture.

This paper results of a doctoral study (ongoing) on how the Portuguese civil society actors implement the consumerism issues - as opposed to consumerist - with emphasis on the role of communication. 'Communicating about consumerism as part of a revitalization of civil society' is the title of the thesis project.

2.2. Social Media

Social Media and Consumer Empowerment. Implications on Corporate Social Responsibility

Martin Nkosi Ndlela, Hedmark University College, Rena, Norway

The last decade witnessed an increased and changed role of corporate organizations in the global economy and society. Corporations have far reaching economic power and responsibilities. Changes induced by rapid developments in information and communication technologies have impacted immensely on transnational corporations, which in the past could pursue their businesses away from public gaze, thereby escaping responsibilities over the impact of their business on environment and society in general. In an increasingly environmentally conscience society of the 21st century corporations across the globe are under increasing pressure to integrate sustainable responsible business (SRB) into their conduct of business. This envisages that organisations take social responsibility for the impact of their operations and activities on the environment, customers and communities. Consumers and society expect that organizations utilize natural resources in an efficient and sustainable manner. Consumers are also keen to ensure that SRBs go beyond mere rhetorical commitment. The media, more particularly the integrated social media have in recent years added a new dimension to the organisations' visibility and social responsibility. This paper examines how consumers around the world are increasingly harnessing the connective power of social networks to enhance the corporations' SRB engagement. Using case studies, it shows how through the utilizations of social media, consumers are moving fast past awareness to action. It argues that Web 2.0 applications and social media tools are improving interaction between consumers and have emerged as the main drivers behind CSR, with corporation moving into more proactive approaches.

Information warfare: Increasing Institutional Responsible Lifestyles Through the Challenge of "WikiLeaks" Free Access to Secret Files

Valentin Petroussenko, Bulgaria

This could be pure coincidence of time but the recent WikiLeaks revelations of the closely kept diplomatic secrets had appeared right during the growing concerns of the Eurozone future perspectives. It might be that US State Department secret files, now on public display, are affecting the solely the future conduct of the diplomats and the nature of the international relations. But they are directing also much wider scope of economic and financial rules and increasing demand from the public to make them transparent and responsible. On beneath of this media scandal lies far more substantial crisis to come when the top banking secrets will be published by this website owner. The year 2010 was crucial both for governing bodies and civil society in some European countries (Iceland, Greece, Ireland) and in the USA. It displayed the vulnerability of global financial markets and the very conduct

of banks and governments when the account comes to the edge. This has definitely changed institutional attitudes toward more responsible decision making in the area of finances, economy and foreign policy and despite huge losses for any society will bring more transparent and accountable attitudes of the governing administrations towards the civic demands and the requirements for good and responsible governance. The paper will be dealing with the latter analysis and will attempt to give some civic perceptions.

2.3. Consumers' Responsibility

Development of Consumer's Responsibility during Study Process: Latvian Experience (withdrawn)

Liga Danilane, Education Institution, Latvia

The author of the article is a PhD student and performs a research "Essence of consumer education at primary school".

The article offers findings of the research, being carried out within several years, regarding the sphere "Consumer responsibility", which creates consumer culture.

The article performs analysis of primary school students' knowledge, comprehension, moral norms and creative experience, as well as evaluation of achievable study success, accordingly three indexes: knowledge and comprehension, skills and attitudes.

For data analysis there were used processing indexes of quantitative research: χ^2 criteria, correlation, examination of hypothesis and other criteria, allowing to make conclusions regarding students' knowledge, comprehension, skills, complying with moral norms and experience of practical activity, so – students' consumer culture.

Companies Promoting Responsible Living – The Discovery of Consumers' Social Responsibility

Vera Fricke, Technical University of Berlin, Germany

Integrating responsibility into companies' activities has entered the mainstream under the claim of Corporate Social Responsibility (CSR) (Fricke & Schrader 2009). Companies' communication about CSR focused until now on product responsibility and additionally on corporate engagement. Recently, companies have discovered a third communication pillar addressing Consumer's Social Responsibility (CnSR) (Devinney et al. 2006) for a behavioral change towards sustainability.

With the new form of CnSR-communication companies promote responsible living. For instance the automobile company Volkswagen encourages responsible mobility behavior through the initiative "Think Blue" and energy companies offer energy saving hints (e.g. www.energiewelten.de). Hitherto, consumers received this information by independent governmental and non-governmental consumer policy actors (CPAs).

Hence, CnSR-communication affects consumers' understanding of responsible living. It can have positive effects as the companies' communication power is strong and might help to distribute

responsible living into the mainstream. However, negative effects might occur like lacking independency of information, consumer irritation (Walsh et al. 2007) or rebound effects (Wuppertal Institut 2009).

In this presentation responsible living options given by companies will be analyzed. First empirical results of an analysis of CnSR-communication in the energy and automobile sector in Germany will be outlined. Taking these examples the current diffusion of CnSR-communication is illustrated. Furthermore, the CnSR message content is evaluated on whether it addresses “peanuts” (e.g. empty trunk for fuel-saving) or “key points” (e.g. avoid car driving) for responsible living (Bilharz et al. 2008). From a conceptual perspective I will critically examine what role companies can hold in promoting consumer information on responsible living and how this correlates with CPAs’ activities.

Bilharz, M., Lorek, S., & Schmitt, K. (2008). Key points of sustainable consumption: Focusing sustainability communication on aspects which matter AND appeal. In T. G. Ken, A. Tukker, C. Vezzoli & F. Ceschin (Eds.), *Sustainable Consumption and Production, 2nd Conference of the Sustainable Consumption Research Exchange (SCORE!) Network (Refereed Sessions I-II)* (pp. 287-307). Brussels: SCORE.

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Devinney, T. et al. (2006). The other CSR. *Stanford Social Innovation Review*, Fall 2006, 30-37.

Fricke, V., & Schrader, U. (2009). CSR-Mainstreaming: Wirkungen und Nebenwirkungen für den nachhaltigen Konsum. *GAIA - Ökologische Perspektiven für Wissenschaft und Gesellschaft*, 18(2), 115-118.

Walsh, G., Hennig-Thurau, T., & Mitchell, V.-W. (2007). Consumer confusion proneness: scale development, validation, and application. *Journal of Marketing Management*, 23(7/8), 697-721.

Wuppertal Institut. (2009). *Zukunftsfähiges Deutschland in einer globalisierten Welt. Ein Anstoß zur gesellschaftlichen Debatte* (3. Auflage ed.). Frankfurt am Main: Fischer.

Corporate Social Responsibility and some Examples from Slovakia

Dana Vokounova, University of Economics in Bratislava, Slovakia

In my article I want to show the meaning of CSR arguments why should organizations behave responsible areas of responsible behaviour examples of CSR from Slovakia.

2.4. Career Development / Higher Education

Learning for Living: Sustainable Innovations in Career and Life Education

Peter van der Baan, KPC Groep, Netherlands

There is a strong need in Europe to broaden career education to life learning. This project establishes a link between career education for students and career management for older teachers. This can be accomplished by training in L4L (Learning for Living) an innovative method developed in the UK. The project aims to develop a model supporting career education and career management. In the project the method will be shared and developed.

Dutch VET is looking for ways to diminish drop-out students and to safeguard the well-being of older teachers. European VET institutes want to contribute from their experience. The partners will be working in a Community of Practice consisting of representatives from schools and companies.

The method will be described for use in the curriculum by older teachers for their students and as a management tool for guiding older teachers by their school management.

The project improves career education and development for older teachers and students which will be visible in competences and learning outcomes.

Why Europe?

European labour market has become more and more open. There is a need for employers with skills to manage not only their careers but also their lives as engaged EU and world citizens in using established reflective methods. This projects supports this need. The method introduced will enable VET institutes to strengthen career and life education and teach students and teachers to gain the insights and competences needed.

Responsible Living Interaction with Career Development

Vija Dislere, Latvia University of Agriculture, Latvia

Sustainable lifestyles are formed by a lot of aspects- culture, politics, economics and social norms. It become a part of our everyday life and at this point it has become widely accepted in the study of career development that responsible behaviour is the result of interaction between the person and it's lifestyles and context in career interventions. Career development investigation strategies is in grave connection with persons interests, desires, personal skills, capacities, attitude, value system and vision of sustainable living. The five skills are described as most important- communication, analysis, synthesis, valuing and execution. Each of these skills is represented in the way people think about themselves when making good decisions for solving practical sustained everyday life problems and occupations when making serious decisions for further career development.

The purpose of this article is to investigate student's view of interaction between responsible living and career development in aspects of sustainable lifestyles. The scientific research is carried out in Latvia University of Agriculture during 2010. There were 37 students of the Master level study pro-

gram of Career Counsellors invited in this research. The research methods were used discussions and questionnaire.

The main conclusions: The research shows that students' views are very multiform in responsible living in aspects of sustainable lifestyles. But angle of vision about responsible living interaction with career development is consentient. It is definitely clear that successful career development is dependent of satisfaction of life, what is one of significant factors of responsible living and in deep connection with sustainable lifestyles. Also developed decision making skills are very important for both for responsible living and for successful career development.

”Going Green” and “Sustainable” for a “Responsible Living”: Research and Education in an Emergent Economy

Müberra Yüksel, Kadir Has University, Turkey

Nowadays, “going green” or “integrating corporate responsibility into business strategies” have become increasingly recognized as significant matters of interest. Although most of the research and public demands concerning sustainability has been focused on the effects of business on natural environment, companies and their management practices profoundly affect the human and social environment as well.

Social sustainability and innovation has received relatively less interest in both management literature and research. I will highlight the weight of human factor in understanding sustainability particularly in emergent economies since harmful business practices put the ecosystem and human beings at risk simultaneously.

As Philip Kotler states: “Advertising is on the decline; the future is in Corporate Citizenship.” Thus, this new role of business highlights not only green economy, but also the responsibility of companies together with governments and civil society organizations on social issues. Such collaborative governance among sectors would demand skillful human resources particularly in business for adding value to society and business simultaneously.

In a prior study, we had determined the existing priorities of universities through content analyses of curricula in Istanbul. After such a broad comparison, I will first propose a conceptual taxonomy based upon this exploratory analysis of educational programs. Building upon this framework as well as the findings, I will design a course for graduate business students. As Alvin Toffler stated: “The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn” along the lines of responsible living.

2.5. Teacher Training

Sustainability as a Core Component of Engineering English Course at Technical University

Diana Rumpite, Latvian Association of Language Teachers (LALT), Latvia

The content of the Engineering English course is aimed at mastering the language for both professional and research needs, as well as fulfillment of academic goals. In all these areas the central component is sustainability: a constant development with positive implications for the future. It is a multidisciplinary course at Riga Technical University (RTU) which correlates with other courses such as the 'Introduction into Specialty' and partly - technical disciplines.

The layout of the course is based on the following principles: 1. enriching the personality of the students and stimulating their creative abilities (on the basis of deBono 'CoRT Thinking Program', 'Six Thinking Hats' and other techniques); 2. developing the values, empathy and responsibility of the students by selecting appropriate study content and modeling corresponding learning, communicative and professional situations taking into account the psychological peculiarities of the students and their individual proficiency level in a FL, their needs; 3. integrating of the new technologies in the learning process of the FL (additional CD-ROMs with the texts and different tasks in a FL in students' specialty); 4. pointing out the basic 'blocks' of information to be mastered in an attempt to minimize the amount of the factual material and realizing wherever possible the transfer from the general concepts and generalized knowledge to separate facts; 5. active involvement of the students in the course design in realizing 'student-centered' approach, developing their metacognitive skills, learning strategies and autonomy. Due to the PERL project the module on dynamic and sustainable development is being integrated into the English course at various faculties of RTU. Real-life situations and case studies are included and constantly updated. It is essential that the concept of sustainability is put at the basis of the course as it has a significant role in developing students' attitude towards their future professional area and solutions they will have to make.

Using Images and Objects as a Tool for Teaching Education for Sustainable Development and Responsible Living in Home Economics

Helen Maguire and Amanda Mc Cloat, The Home Economics Department at St Angela's College, Sligo, Ireland

Miriam O'Donoghue, CDVEC Curriculum Development Unit, Dublin, Ireland

The Home Economics Department at St Angela's College, Sligo and the CDVEC Curriculum Development Unit, Dublin are members of the PERL Consultants Network. In the spirit of partnership both organisations are building on work carried out by the Consumer Citizenship network (CCN) and the current PERL project, by adapting and further developing the original Education for Sustainable Development (ESD) 'Images and Objects' toolkit so that it can be used as a tool to support the teaching of ESD and responsible living in the Irish Post-Primary Home Economics Curriculum.

This development work is underpinned and supported by a research study which involves B.Ed 1 (Home Economics) students at St Angela's College and involves an investigation of the existing curricular opportunities to embed sustainability issues and ESD methodologies in Home Economics.

This research study documents the Home Economics student teachers' understanding of issues related to sustainability and responsible living, where ESD fits within the Home Economics curriculum and the challenges associated with teaching ESD in a post-primary context. The research study also documents the adaption and development of the tool kit for Home Economics by using a mixed method approach to the collection and analysis of pre and post intervention data.

The development of a *Toolkit* specifically aimed at Home Economics will provide long term support for initial teacher education and post-primary educators and will help practitioners to integrate the principles, values and practices of sustainable development into the Home Economics curriculum. The research element will help to further inform initial teacher education about the links between ESD and the Home Economics curriculum.

A Retrospective Study of the Golden Era of Village Institutes in Turkey, Curriculum of which Depicts itself in the PERL, between the Years 1940-1954

Ifakat Karsli, Maltepe University, Turkey

Our antediluvian planet is exponentially approaching to its dooms day due to its spendthrift descendants if we, the responsible inheritors, shall not take some vital precautions.

In fact, it seems gloomy, however, not insolvable. The outstanding solution might be to reconstruct the Curricula of the Teacher Training Institutions. Because education for responsible living profit from learning which brings "reality" into the classroom.

Teachers are the people who mould the new generations for future. They are not only shape them but also make them be aware of the local, national and, further, global issues. If they train their students in parallel with the guidelines of Partnership for Education and Research about Responsible Living, PERL, the new generations would be under the same umbrella with the teachers who trained them.

In this paper, the curriculum of the Village Institutions –Köy Enstitüleri- founded in 1940, closed in 1952 with some political concerns in Turkey, will be studied and how the current Turkish teacher training curriculum can be improved, revised, and modified inspiring from Village Institutions, for the contemporary needs. The fact that, teacher training at Village Institutions were not only meeting the requirements of the field's professional development but also needs of the social life, that is to say, from theory of teaching domain in the classroom to becoming democratic, contemporary, productive individuals in farming-nursing-weaving-constructing buildings- pottery- cooking- playing musical instruments-painting; being sensitive to environment and sustainability, and to conscious consumption, overall, to responsible living

2.6. Personal Contributions and Social Capital

The Problem of Personality's Responsibility in the Context of Life Perspective Building

Marina Marchenoka, Leading researcher, Rezekne Higher Education Institution, Latvia

A social and economic situation in Latvia stipulated by the shift to market economy, a political crisis, inflation and social non-stability caused the majority of population's life level reduction, the loss of spirituality and revision of spiritual values and the negative influence on modern young generation in Latvia.

To realize SELF, to become a strategist in own life activities is able only a person who not only knows the fundamentals of many sciences but who can be responsible in the rigid competitiveness' conditions made in our society.

The Aim of the research is to determine the levels of Latvian young people's responsible attitude in the context of life perspective building.

The Methodology of the research is:

The theoretical base of the research includes:

- Philosophical and psychological conceptions of responsibility (I.Kant, A.Maslow, V.Franclé, E.Fromm, M.Haidegger), the conception of own existence's sense (Ch. Buhler, V.Franclé, B.Ananjev, G.Olport, S.Rubinshtein, K.Jaspers), theoretical and applied research about the nature of young people's age. (L.Vygotsky, L.Bozhovich, D.Elkonin);

The empirical research includes two groups of methods:

- The method of responsible attitude young people to their future structural components analysis by G.Sachs & S. Levi;
- Methods of personal determinants of young people 'responsible attitude to their future investigation by M.Khun & McPartland, the test Self-Evaluation Scale G.Manaster & R. Corsini, Method "Valueable orientations" by M.Rokich, the test „The Life Sense Orientations" (the test's „the Aim of Life" adapted version) D. Krambo & L.Maholik.

The Results of the research are the following: The theoretical analysis of philosophical and psychological pedagogical literature on the given problem, Latvian young people's development levels to their future life caused by different expression of its structural components were determined, the value system of young people was revealed, the peculiarities of their expression and personal determinants were characterized.

Exploring Social Capital and its Importance in the Adoption of a sustainable Way of Living

Helen Theodoropoulou, Karametou Panagiota, Harokopio University, Greece

Social capital is shown, by a large number of studies, to promote collective well-being in a variety of different and complex ways. The quantitative and qualitative characteristics of the available stock of

social capital in a community play an important role in the ability of community members to face their everyday problems, act for the future and adopt a sustainable way of life. This paper examines the role of individual social capital in the adoption of a sustainable way of life. Two Greek mountainous areas were selected for the study: the mountainous area of Pilion and the mountainous area of Zagori. In order to obtain useful results from the comparative analysis, it was important to select areas that were similar in social, geographic and political terms, so that the influence of these factors on sustainable sensitivity could be minimized. By using empirical social research methods, a questionnaire containing 100 items was distributed to approximately 318 citizens in these areas to check and measure the existing stock of social capital and sustainable sensitivity. The analysis of the multiple regression models indicates that stocks of individual social capital influence the tendency of individuals to adopt a more sustainable way of life with respect to the four main sustainability dimensions (environmental, social, economic & cultural). This study provides empirical proof for the connection between individual social capital and attitudes regarding sustainability.

Senior Education

Peter Briš, P., Tomas Bata University in Zlín, Czech Republic

Currently we see an increasing number of publications dealing with the elderly, which are published in both popular and professional press. It is related to changes in demographic development, or more precisely, to the increasing age of population, especially in developed countries. A great deal of publications is concerned with the increased purchasing power of seniors and hence the increased interest of businessmen in this interesting segment of consumers. Research shows that seniors are reluctant to be put aside, they want to be still active and want to feel useful to others. Retirement means some limitations of social contact and loss of communication with the surrounding society. The advanced society is aware of this fact and therefore tries to compensate the loss by compensation functions. One of them consists of education. In Europe a continuous system of the Universities of the Third Age (U3A) is being extended, while in the U.S. and Canada the education of seniors undertakes rather the form of university short term courses. The paper describes research findings, which relate to the education system at the University of the Third Age at the Tomas Bata University in Zlín (Czech Republic). 374 seniors were approached with the aim to determine their motivation, priorities, forms, attitudes, and ideas for their current and future education.

Paper Presentation Tuesday 11.30 - 12.30

3.1. Role Models for Responsible Living

The Role of Leadership in Responsible Living

Onno Vinkhuyzen, International Environment Forum and European Bahá'í Business Forum, Netherlands

Sylvia I. Karlsson-Vinkhuyzen, University of Turku and International Environment Forum, Netherlands

In this paper we argue that an adequate understanding of responsible living involves a mature consciousness of the interdependence between ourselves and the rest of our human family and its habitat. The principles, the actions and the vision that form the basis for such a responsible living are not unknown, but need to be established in consultation in partnerships that reflect as broad a diversity of cultures, classes and philosophies as possible. It is also from within such partnerships that the leadership will have to be established and provided that will exemplify responsible living and lead the wider society towards it. This paper will outline how the framework of moral leadership (ML), as developed by Eloy Anello and others at Nur University in Bolivia, and applied as basis for training in a number of successful social and economic development projects, supports transformation towards responsible living.

After an introduction to the link between individual understanding, universal values and collective action we give a brief overview of the ML framework and its perspective on group processes that should support individual and social transformation. We discuss in more detail some of the capabilities of leadership which the framework elaborates upon and which we identify as particularly relevant in the process towards responsible living. The practicality of the ML framework is illustrated in its application in two two large scale educational projects in Ecuador and Kosovo which we describe for a concluding discussion on the role of leadership in transition towards responsible living.

Knowledge, Attitudes, Behaviours: Responsibility Level of Teachers and School Managers who are Supposed to Enable Responsible Living

Sevgi Kalkan, Osman Baş, Maltepe University, Turkey

It is obvious that there are many answers for the question of who is responsible to enable responsible living. One of the reply is that this task belongs to teachers and school managers who are expected to live, teach and make possible new sustainable life styles . It is clear that researches on actors of education contribute to responsible living in order to better understand the current situation and design sustainability. Education on responsible leaving is a learning process that increases student's knowledge and awareness and prepares learners to change their attitudes, then behaviors . Although there is a great deal of research on students, few empirical research attempts have been made to search responsibility level of teachers and school managers who are most powerful partners for bringing changes required to achieve responsible leaving in Turkey. This paper will be an

attempt to study the responsibility level of teacher's and school managers by analyzing a survey which was conducted in 2010. In order to stimulate a conceptual debate on that people often recognize positive environmental knowledge but do not engage in appropriate behaviors , a total of 289 teachers (including school managers who are expected to build partnerships with the stakeholders) teaching in high schools were randomly selected and a responsibility level test was employed to assess the knowledge, attitude and behaviors. Paper will try to give some findings about differences between the teachers with respect to their demographics include gender, age, educational attainment, exc.

Do Future Teachers run a more Responsible Lifestyle?

Borbás László, Óbuda University, Hungary

In our University teacher training has a 40 years tradition. At the moment we have appr. 200 potential teachers.

In my research I would like to make a comparison between the lifestyles of our students involved in teacher training and students with other professions.

The questionnaire is ready in Hungarian. Within a few days it will be translated into English and sent to colleagues at other Universities of Central and Eastern Europe. Hopefully our joint consequences will contribute to the success of the Istanbul Conference of PERL.

3.2. Living Healthy and Humand Rights Education

Participative Health - Working with Youngsters in a Portuguese School

Luísa Ferreira da Silva, School of Social and Political Science, Portugal

This paper will present the first results of a research aimed deepen the knowledge about lay knowledge on health and the way it relates to health (promotion), namely regarding: a) the non-coincidence between attitudes and practices with information (Blaxter, M. 1998 ; Ziglio, E. 2000) and b) the "contradictions" between scientific and lay knowledge (Silva, L.F. 2008)

Research method is qualitative using group interviews with students aged 14-16, assuming that debate is able to enlighten the ambiguities of individual thinking and to produce new information (Fern, E.F. 2001; Stewart, 2006). The group working technique refers to focus group from the point of view of non-directivity but within a paradigm of group dialogical discussion in the sense of continuity through time (4 months) and openness to action. Researcher is a participant observer in the group (Freire,P.1969).

Expected results:

- Understanding of lay knowledge, attitudes and practices
- Understanding of lay rationalities / dispositions to belief and to act (Lahire, B. 2005)
- Identifying facilitating aspects and constraints influencing health practices

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Women are eco-healthy!

Carme Martinez-Roca, International Foundation for Interdisciplinary Health Promotion, Spain

The Summit on the Millennium Development Goals (MDG) celebrated in September 2010 highlighted the importance of accelerating progress on women's health. Women are eco-healthy is a series of workshops developed to address the trinomial woman-health-environment and, by doing so, to hopefully contribute to achieve the MDG through a critical perspective of learning that prioritises equity as a mechanism of regulation for social justice and environmental sustainability.

The paper Women are eco-healthy! presents the methodological approach followed to design workshops addressed to adult women with low economic status living in Sabadell (Barcelona, Spain). Examples of its implementation will be presented. Overall, the paper will discuss how "reality" is brought into the classroom and how learning processes may be fostered out of it by, among others:

- Basing the workshop's contents in social determinants of health;
- Making a holistic analysis of the protective and risk factors and conditions related with the contents and at the same time present in the participants' life.
- Implementing strategies that have been conceived to foster participative, functional, experiential and meaningful learning experiences among participants;
- Using evaluation and ICT to follow-up the transfer of learning into daily life and to foster empowerment, accountability and visibility to the structural reasons of health and environmental inequalities.

Methodological Problems and Practical Issues of Responsible Living in Human Rights Education

Nadia Boyadjieva, Europartners 2000 Foundation, Bulgaria

The proposed paper will elaborate on shared good practices with foreign partners and on the personal experience of the author in Human Rights Education (HRE) at the high-school and university level. The focus of the presentation will be on teaching new and developing existing competencies of both trainers and learners while introducing them to the concept of responsible living. That should be approached always in an interactive fashion having in mind that we can and must grade/assess

student knowledge and skills in human rights but it is not clearly feasible how to quantify and grade student attitudes, values, and behaviors. Instructors with human rights values especially if coming from a human rights advocacy mindset usually desire to work toward motivating the students in all of the psychosocial areas listed among the competencies. In a formal education setting however one cannot imagine how and whether to grade motivation and feelings. Judging from teaching in a multicultural environment for many years the author presumes that it takes more than one class or one experience to change stereotypes, prejudices, and discrimination, not to mention inspire tolerance, inclusion and advocacy. Thus there is a strong rationale for transforming the concept of responsible living as an element of an entire program to a human rights infusion model. The purpose of a good education is to influence the development of positive intrinsic psychosocial dispositions in students that cause them to contribute to the greater good.

The term "human rights education" will be used as one which incorporates teaching, training and awareness-raising activities that cultivate knowledge, attitudes and skills (learning) leading to behaviors that foster the realization of human rights. The need will be also outlined for developing a core list of competencies in the field. Thus both methodological and practical issues will be dealt with in the proposed paper.

3.3. Analyzing Responsible Living

Responsible Living - The Matter of all of us

Marie MIKUSOVA, Technical University of Ostrava, Faculty of Economics, Czech Republic

Nadezda Klabusayova, Technical University of Ostrava, Faculty of Economics, Czech Republic

The problem of responsibility to the future is even more pressing if we realise that the economy is not the only region which abides the absence of responsibility and sense for sustainable development generally. From all the sides we are facing many societal, political, cultural and also ethical events connected with responsibility to the future.

In this paper the authors point out the problem areas for training and education for responsible living, steps for taking responsibility and the proposition of subsystems of education in this branch.

The authors also discuss the status of entrepreneurs and their responsibilities to the future in connection with business.

Multi-Level Frameworks to Enable Responsible Living

Arthur Lyon Dahl, International Environment Forum, Switzerland

Efforts to enable responsible living require a supporting framework of concepts and debate to bridge science and values at all levels from local to global. At the local level, community action is most effective in a village or neighbourhood where people will invest for the common betterment of their families and neighbours. Educational activities in and outside formal education for children, preadolescents, youth and adults should encourage action for responsible living based on the community's own vision of human purpose and well-being. While formal curricular change may need to be led at the national level, there is an important role for the media and for diverse organizations of civil soci-

ety from businesses to faith-based organizations in discussing various dimensions of responsible living. Regionally and internationally, the debate on the future of sustainability in preparation for Rio+20, the questioning of the economy and the search for a green economy and indicators beyond GDP, and awareness of the need to recognize the oneness of humanity, are all stimulating a reexamination of preconceptions and certitudes about individual and collective purposes. Linking local efforts to these debates will help everyone to think deeply about what is meant by responsible living.

Values-Based Indicators for Responsible Living

Arthur Lyon Dahl, International Environment Forum, Switzerland

The recently-completed EU-funded project “The Development of Indicators and Assessment Tools for CSO Projects Promoting Values-based Education for Sustainable Development” or ESDinds for short (www.esdinds.eu) has succeeded in developing indicators to measure the impact of values-based education for sustainable and responsible behaviour. While the methodologies are new and require further development, case studies have shown their effectiveness in contexts as wide as indigenous school children in Mexico, former child soldiers in Sierra Leone, and businesses in Europe. While the indicators are effective in a wide variety of situations, their interpretation and the vocabularies used for the relevant values depend on the specific organizational and cultural contexts. This does not distract from their internal consistency. A web site for the community of interest in values-based indicators has been established at www.wevalue.org. The PERL network should find in this approach a powerful tool to measure the effectiveness and demonstrate the utility of education for responsible living.

3.4. Media

Radical Stubbornness (Film and Paper)

Andrea Mendoza, Colombia

Aiming at enabling sustainable responsible living in students, an exercise called Radical, as part of the main course called sustainability, took place at Los Andes University, Bogotá, Colombia, from 2008 to 2010.

Students were free to choose among a range of possibilities offered and practice it during a whole semester; some of the possibilities were:

- reduce the temperature/quantity of water while taking a shower
- reduce the use of private car
- avoid eating junk food or receiving detachable packaging with food
- prepare their own food or go urban gardening. etc.

Besides asking commitment from students to accomplish this semester-challenge, they were asked to record their experiences in video, come out with a 30 seconds audiovisual piece as a final result and upload it on Youtube.

Colleagues from other institutions and latitudes have found the exercise interesting and thus allowed the exercise to be proposed to other groups in Medellín, Colombia and Wuxi, China; this thanks to

the partnership of DESIS* members. Thus, the exercise allows a discussion at a global level, demonstrating how it is that students get more aware of sustainable challenges when facing both, personal and professional challenges in the realm of sustainability.

By describing the process of the Radical exercise, we hope at contributing to work on the question posed by the conference: What are the potentials and limits of ICT and social media to organize partnerships, and promote responsible living?

What do you see? The Power of Images Regarding Responsible Living

Alcina Dourado, Setubal College of Education, Portugal

Sustainability issues were studied in an Intensive Summer (IP) Course that took place in the Setubal College of Education (Polytechnic Institute of Setubal, Portugal), in 2009.

EPICA - European Programme In Consumer Affairs - Towards a Consumer Citizenship Education – Summer Course was an IP supported by the Life Long Learning Programme – Erasmus.

This Programme started in September 2008 until August 2009 and made possible for 20 students from 6 different countries in Europe to join in Setubal for two weeks of workshops, seminars and study visits using classroom lessons and the e learning platform Moodle.

The main result is a course about the subject and several presentations available at <http://projectos.es.e.ips.pt/epica/>

One of the workshops used the images taken by the students themselves with their own photo cameras or cellular phones to capture the main themes of the course: sustainability, citizenship and consumerism, as a photo marathon.

The use of image in the class room is indisputable (e.g. photo language), but this experience presents another (more active) way of collecting information and as a indicator of the students achievements.

The result is analysed in this article, taking in consideration not only the images presented by the student's, but also the comments they made.

3.5. Responsible Living through Entrepreneurs, Intrapreneurs and taxes?

Empowering Responsible Consumers to be Sustainable Intrapreneurs

Ulf Schrader, Technical University of Berlin, Germany

Christoph Harrach, KarmaKonsum, Germany

On the one hand, responsible living is primarily discussed in the field of private consumption. On the other hand, Corporate Social Responsibility (CSR) initiatives come under criticism because they are often driven by external CSR agencies and the connection to the core value chain is not always strong. The risk of "greenwashing" could be avoided if the change comes from inside the company from people who are intrinsically motivated to do good from where they are in their job position.

Our assumption is that people with a responsible living in private life are interested in changing the world in their daily work life as well. Responsible consumers can directly contribute to responsible business if they are empowered to act as sustainable intrapreneurs (SustainAbility 2008). That means, they need to have the motivation, ability and allowance to push and pull management and colleagues towards more sustainability.

Based on a broad literature review and explorative interviews we will show in our presentations the interrelations between responsible living in private life and in work life. We will further characterize possible determinants and effects of empowering responsible consumers to act as sustainable intrapreneurs. The core concept here is a sustainable organizational culture on which these social intrapreneurs rely and to which they contribute. This culture treats the members of the organization not mainly as human resources for corporate targets but as human beings with values and aims for themselves and the society they live in. Concrete measures to create such a culture will be proposed.

Is Engagement in CSR motivated by defined Values of Entrepreneurs?

Monika Eigenstetter, University of Applied Sciences, Germany

Most enterprises in Germany are small and medium enterprises (SME). Although we know that many entrepreneurs are active in Corporate Responsibility, we do not know much about that activities. Therefore we conducted a study to assess the status of CSR activities in SME in three German cities. Carroll (1989) defined four stages of CSR, economically required activities, legally required activities, ethical and philanthropic activities. We formulated in our survey three stages of the model of Carroll (legal, ethical and philanthropic) and asked for activities in the areas of quality and costumers' service, suppliers, environment and staff. We expect in our first research question that not all legally required activities are implemented in SME although when entrepreneurs are engaged in philanthropic behavior.

Our second question is, whether the actions of the entrepreneurs are motivated by values. Schwartz (1992) defines values as transsituational goals, as guiding principles in life. His model refers then to ten values, ordered in a circle along two dimensions: openness to change vs. conservation; self enhancement vs. self transcendence. According to Schwartz (1992), values are a motivating source for our activities when situations occur where values conflict.

There are some results from other studies, which show some correlation between defined values (e.g. idealism, self transcendence, benevolence) and altruistic behavior. But does this also hold true for entrepreneurs and their engagement in CSR? First results will be presented.

Effect of Tax Regulation on Development of Firms' Social Responsibilities (withdrawn)

Dr. Keramettin Tezcan, İlter Ünlükaplan, Turkey

States may perhaps not force firms to engage in CSR, but it is legitimate to encourage firms to do so and steer their efforts through the tax system. Indeed in order to encourage firms to get involved more in social responsibility projects, most countries have passed tax bills for tax reduction. Most of the expenses for social responsibility projects today can be dropped in tax assessment.

Providing fiscal incentives and tax relief are sometimes criticized on the belief that a firm fulfills its social responsibility by paying taxes. In other words, firms are normally expected to pay taxes to support society as part of their assumption of CSR. However, it can also be assumed that some CSR activities are better performed by private firms than by governments; then it should be considered acceptable that governments may refrain from collecting certain amounts of tax in order to incentivize the private sector to engage in those activities.

In this paper we consider tax relief schemes for CSR projects as presenting a partnership formed between government, business and community in the area of social responsibility and examine some successful examples of such a partnership from Turkey to assess prevailing challenges and opportunities for creating more successful partnership between those actors.

3.6. Workshop – Images and Objects Toolkit

Visual Carousel - presentation on new Images & Objects Toolkit

Sjöfn Guðmundsdóttir, Gregor Torkar

In this workshop the new Images & Objects Toolkit will be presented. Participants have the possibility to experience the toolkit themselves.

Symposia and Workshops Tuesday 14.00 - 15.00

4.1. Enabling Responsible Living in Notheast Asia (Session I)

An Analysis of Japanese Results of the Global Survey for Sustainable Lifestyles

Midori Aoyagi, National Institute for Environmental Studies, Japan

In this paper, we report the result of Japanese GSSL survey. Our respondents were more than 180 male and female, between 18 to 35 years old, university students or graduates. In general, they are very much interested in the environmental issues, and also, poverty issues in developing countries. Although our respondents' current living places are urban area, they hope to live in rural area in future, with their (future) family. Because they see urban lifestyle is not sustainable, nor healthy, nor enjoyable. They fear losing "freedom" of choice. So, they do not want to bother others nor to be bothered by others. Many of them did not choose "CO-OP" scenarios in GSSL survey, as under the CO-OP scenario, they have to "bother" others. What we could see from our GSSL survey was "lonely, but want-to-do-something good" young professionals.

Strengthening Partnerships Among Social Sectors to Enable Responsible Living in China

Yang Ke, Beijing Environmental Education and Communication Center, China

The formation of human living behavior is not only a result of education, but also influenced by natural and social environment as well as personal psychological state. A person's consumption decision is an integration of his/her knowledge, emotion, willingness (or choice) and behavior (or action). Different social sectors, such as commercial (shopping malls), educational (schools), environmental (MEP/EPBs), communication (public media), NGOs are all responsible for ESC since they are all influencing people's knowledge, emotion, willingness, choice and behavior in consumption.

According to the research on Education for Sustainable Consumption and Promoting Sustainable Lifestyles in China, Japan and Republic of Korea by IGES in 2009/2010, Education for Sustainable Consumption (ESC) is believed to be a strong supports to the transition towards a low carbon society through the realization of sustainable consumption patterns by directly influencing consumer choice and behavior. A strong partnership among the social sectors mentioned above will be a necessity for the success of ESC at local, national and international level.

The paper give a case study on current practices in Beijing, the capital city of China, on how to strengthening partnership among social sectors for promoting sustainable consumption and lifestyles awareness and behaviors with specific initiatives and mechanisms. It will enrich the experience in implementing ESC or other forms of promoting SC, sustainable, and responsible living, which can be considered and adapted by other initiatives or situations elsewhere.

Contributing Factors for the Promotion of "Education for Sustainable Consumption (ESC)" in Japan, based on IGES Tripartite Comparative Case Study on ESC Governmental Capacity

Masahisa SATO, Hideki NAKAHARA, Tokyo City University, Japan

In Japan, responding to the Agenda 21 proposed at the WSSD in 1992, Japanese Government submitted a report as national reaction to the UN initiatives. The Ministry of Education, Culture, Sports and Science and Technology (MEXT) introduced "consumer education" in school curriculum. Green Purchasing Network (GPN) was established in 1996, in cooperation between non-profit sectors and business & industries. The 1st Eco Products Fair was also held in the same year with support of business sector. Mandatory of the Green Purchasing Law enacted in 2000, contributed to the dramatic dissemination of activities among local governmental sectors. Fundamental Principles of the Treatment for Global Warming (Aratana Chikyuondankataisaku Taikou) was set in 2002. In this Principle, it is stated that the promotion of collective action inviting all the stakeholders, such as national, local, business & industries and citizens, and the expectation of changing lifestyles as transition of consumption and production patterns. In the years of 2000s, some initiatives have started by different governmental institutions, such as the Ministry of Economy, Trade and Industry (METI), the Ministry of Education, and Cabinet Office.

Institute of Global Environmental Strategies (IGES) has started to conduct tripartite (China, ROK, Japan) comparative cases study on ESC in 2010, entitled "Research on Promoting Sustainable Consumer Behaviour & implementing Education for Sustainable Consumption in China, Japan and Republic of Korea". The objective of the research is to conduct an assessment of current governmental capacity for effective ESC implementation and to identify pathways for improving overall performance. The main research will be conducted by questionnaire survey and interviews with relevant government officers. The findings from this research identify the key aspects of the current governmental context for promoting sustainable consumption and consumer awareness raising (including relevant policy frameworks, overall strategies, understandings of government officers, and barriers and obstacles to implementation). It is expected that the outputs also give consideration to opportunities for better policy integration between wider SCP policies and specific ESC initiatives.

In this presentation, the authors introduce some research findings on ESC governmental capacity in Japan, as a part of IGES Tripartite Comparative Case Study on ESC Governmental Capacity. It is targeted to the key governmental players which include: Ministry of Education, Culture, Sports and Science and Technology (MEXT), Ministry of Environment (MOE), Ministry of Economy, Trade and Industry (METI). In particular, it is introduced some contributing factors which promote "Education for Sustainable Consumption (ESC)" in Japan, in the area of political & social system; institutional management, and personal & individual practices. After the identification of Japanese type of ESC mapped into the quadrants, each case was analyzed with IGES assessment framework (Choi M., Didham, R. 2009). Through the case analysis in Japan, the following factors are identified as contributing factors, e.g. (1) Inter-Ministerial Meeting on SCP (Communication & Coordination), (2) balance of top down, inter coordinate and bottom up approaches, (3) institutionalization, (4) effort for the management of green supply chain (with green production, green procurement, and green purchasing), (5) B to C communication with sense of SCP, (6) information provision and database setting, (7) consistency of the messages, (8) visualization for promoting acceptability of consumers, (9) link with EMS

and green purchasing at institutional level, (10) promoting voluntary action at household, school, community level.

4.2. Critical Media Pedagogy for Responsible Living

The Significance of Media Literacy and Citizen Journalism for Media Education in Turkey

Peyami Çelikcan, Maltepe University, Turkey

The concepts of media literacy and citizen journalism naturally integrate the issues of participation, critical analysis, and citizenship in understanding the relationship media, education and society. Media literacy introduces a model that encourages people ask questions, analyze messages, broaden their experiences of media, and develop skills to create their own messages. In citizen journalism, also known as ‘street’ or ‘participatory’ journalism, the members of public play an active role in the process of collecting, reporting, analyzing and disseminating information and news. These two concepts which were mainly developed outside of the academic environment, most of the time as civil society attempts, for criticizing, and improving media environment carry important role for the integration of a socially responsible approach to education. By providing a general overview of the university level media education in Turkey, this paper discusses significance of the concepts of media literacy and citizen journalism for the development of a more ethic and participatory media pedagogy.

A Participatory Media Project on Human Rights: Bridging Knowledge, Experience and Production

Nazan Haydari, Maltepe University, Turkey

This study draws from the example of The First Step into Human Rights: I do not do it! – A Television Project on Human Rights, a collaborative project of Amnesty International, Maltepe University, Marmara Educational Institutions, Gündem Çocuk (The Agenda is Children!) Association, and Istanbul Bilgi University Children’s Studies Unit. The Television Project on Human Rights consisted of four a-week-long summer camps taking place at Marmara Eğitim Köyü. Approximately 100 high school students at the ages of 12 to 15 (participants) participated the camps to produce 20 short films on human rights. Children worked in the groups of five under the guidance of one media and one philosophy students (facilitators) at the university level. Active participation of children and facilitators at every stage has been a crucial aspect of the Project. Short film production served as a powerful means of learning, participation and representation. This study discusses the significance of student’s involvement in an interdisciplinary and multi stakeholder project dealing with the realities of ‘everyday’ in the development of critical media pedagogy. Methodologically, the study relies on our personal observations as the authors participated in the development and application of the Project as well as the interviews with media students who were involved in the process. We argue that integration of such projects in media education facilitates a bridge closing up the problematic divide between theory and application; encourages an interdisciplinary, critical, and context-based understanding of media pro-

duction; and allows students build connections between knowledge, everyday, experience, and media production as profession.

We are Responsible!: “Why”

Özlem Oğuzhan, Maltepe University, Turkey

Responsibility can be defined as committing to the consequences of an action or an event; which requires awareness of close relations of causes and effects. The significance of addressing the concept of responsibility as a problem today is the detachment of the causality; which is built on the consecutive relationship of cause and effect, from modern thinking process. In other words; effects are left alone by the avoidance of their causes. The detachment of theory and practice in education can be perceived as a reflection of such avoidance. The project of “WHY?” which has been applied as the main project of the Media Ethics course takes this rupture as an ethical problem in the field of media. The project does not comprehend the ethics as a set of rules to memorize and follow, or got trapped in the pages of theory. On the contrary, “WHY?” is a connective endeavor, trying to grasp the communication ethics through representations in media. Thus “WHY?” is a process in which representations in media turn out to be another representation which questions the first in the context of ethics. The participants of “WHY?” judge the examples of ethically problematic representations in media with an interrogative sentence built around the question of “WHY?”. Through the combination of the representation and the sentence on a photo block, sized 50x35, another representation arises. The sentence which is written just under the image becomes a judgment for the participant and an invitation for the spectator to think about the media and question its ethical problems.

Indirect Integration of the “Social Responsibility” into Communication Education

Filiz Otay Demir, Maltepe University, Turkey

The issue of transferring the general scope, elements and values of social responsibility to new generations has widely been discussed within the framework of ethics. Most of the time such discussions take place on a corporate and social level, rather than treating the individual as the basis. Yet, when dealing with the issue of transferring the elements of social responsibility to the new generations, the discussion inevitably revolves around the issue of education and the individual. This research undertakes an exploration of the integration of social responsibility into course contents through the case of a course in the Faculty of Communication. In universities, the concept of social responsibility is usually integrated into the curriculum in two ways: The first application is “direct addressing” model whereby the main objectives and applications of the course are based on social projects. The second model is “indirect application” that integrates social responsibility efforts into the course contents. This study draws from “Visual Campaign Design” course, which features social responsibility indirectly, where the assignments are developed for the needs of the certain NGOs; which are in this case two associations addressing two serious illnesses; ‘Turkish Phenylketonuria (PKU) Association’ and ‘Turkish Life with Diabetes Association’, The students are asked to produce campaign visuals based on the briefings provided by the associations’ coordinators. In addition to the description of the indirect application model, the students, NGO representatives, the lecturer and assistants of the

course are asked to explicate their experiences and opinions about the indirect transfer of social responsibility applications through in-depth interviews. The study discusses the possibility of developing course contents which integrate social projects and partners, and which provide space for social responsibility topics indirectly in Turkey. As such, an indirect integration of university students to the field of social responsibility can be accomplished, alongside increasing interest in this field. Furthermore, course contents and integrated education programs that are interactive and sensitive to social issues can be developed.

4.3. Workshop: Looking for Likely Alternatives (LOLA) - Sharing Experiences

Miriam O'Donoghue, CDVEC Curriculum Development Unit, Dublin, Ireland

This workshop will explore how LOLA was adapted to fit into the Irish Curriculum. It will look at:

- how the LOLA toolkit was restructured and written to support teaching, learning and assessment in Ireland,
- what the new LOLA Ireland toolkit looks like,
- piloting LOLA Ireland and what teachers and students had to say, and
- a discussion of Ideas and suggestions for other countries interested in LOLA.

4.4. Workshop: Creating a thirst for sustainability

Andre Benaim, Global Action Plan (GAP) International, Brazil/Sweden

Nadia McLaren, Global Action Plan (GAP) International, Australia

Marilyn Mehlmann, Global Action Plan (GAP) International Sweden/UK

Olena Pometun, Global Action Plan (GAP) International Ukraine

If one thinks that sustainability is something to acquire, to buy, to learn from a ready-made formula – then we are likely to remain in our current unsustainable situation longer than is necessary or prudent. Furthermore, solutions developed from this mind frame tend to lack diversity and local relevance, and will thus themselves prove unsustainable.

What we believe is that sustainability is embodied in what we do, every day. It is not something additional to what we do, is not something else on our agendas; on the contrary: if it exists, then it is integrated in our daily lives. GAP has developed methods and programs that integrate sustainability into our daily lives by empowering people to adopt more sustainable lifestyles, not temporarily but on a long-term basis by acquiring new habits.

The focus of this paper is on both opportunities and questions arising from two decades of experience, for instance

- We know how to create effective behaviour-change programs. How can we attract more people with fewer resources?
- We are finding out how to accelerate our own learning, and make it accessible to others.
- We have a good process for cultural adaptation of programs in new cultures/countries. Can e-learning make it smoother?

In all these endeavours we are seeking and finding new and sometimes unexpected partnerships. And looking for more.

Paper Presentation Tuesday 15.30 - 16.30

5.1. Enabling Responsible Living in Notheast Asia (Session II)

The Case Report on the National Capacity in Republic of Korea for Promoting Sustainable Lifestyle and Education on Sustainable Consumption Implementation

So-Young LEE, Korea University, South Korea

The term of Sustainable Consumption (SC) is emerging issue and has recently discussed as a necessary condition for sustained social development. To achieve SC, as a tool for better quality of life for all through Sustainable Development, education is one of the most efficient means for providing citizens the skills and competencies to become sustainable consumers. In this respect new government of Korea announced a master plan of the Green Growth National Vision which takes the important step in the area of policy by launching a new low carbon oriented market and expanding incentives for environmentally-friendly businesses and consumer behaviour. This case study was conducted to assess current Korean governmental capacity for effective Education on Sustainable Consumption (ESC) implementation and to identify pathways for improving overall performance. To show the empirical evidence of the research, in-depth interviews with open-ended questionnaire were carried out with relevant national/local government officers as well as NGO practitioners. The findings from this research identify the key aspects of the current governmental context for promoting SC. It shows existing relevant policy frameworks on ESC, current governmental strategies, capacity, practice, and implementation of ESC. Finally, but the most importantly, it suggests considerations to opportunities for better policy integration and recommendations for improving Korean capacity for ESC implementations.

Capacity for ESC Implementation in East Asia: Effective Policy Strategies to promote Responsible Consumer Behaviour

Robert Didham, Institute for Global Environmental Strategies, Japan

The topic of this paper, Education for Sustainable Consumption, has been a primary focus of research being conducted at IGES over the past two years. IGES has developed a specialty in identifying and developing the primary mechanisms for governments to influence consumer behaviour through education and information provision.

Despite diverse policy dialogues and many numbers of initiatives on SCP, there is still a lack of knowledge and experience on how we actually can educate nations and their citizens for sustainable consumption. Therefore the proposed paper will provide an assessment of current governmental strategies for promoting sustainable consumption, address the current capacity for implementing effective ESC, and provide recommendations for improving ESC policy and implementation.

National and regional policy for ESC is one of the powerful instruments to influence sustainable consumption behaviour at both individual and organisational levels. This paper will address how to improve the capacity of policy makers and government officers in formulating ESC policy. It will also address the strategies governments can utilize to effectively influence consumer behaviour.

This paper will address four main themes regarding Education for Sustainable Consumption, and it will address these themes from an interdisciplinary perspective;

1. What are the primary means to influence consumer behaviour and encourage civil society's proactive participation in sustainable consumption?
2. What is the current capacity of governmental mechanisms to advance responsible consumer behaviour and encourage sustainable consumption practice, and how best to improve practice?
3. What are effective government strategies on Education for Sustainable Consumption (ESC) for implementation at national and regional levels?
4. How to achieve effective ESC Leadership through training and capacity building for policy decision-makers?

Evidence will be drawn from country case studies currently being conducted in China, Japan and the Republic of Korea aimed at identifying the key aspects of the current governmental context for promoting sustainable consumption and consumer awareness raising (including relevant policy frameworks, overall strategies, understandings of government officers, and barriers and obstacles to implementation).

5.2. Role of Government

How to Promote Sustainable and Responsible Living

Jeanine Schreurs, Maastricht University, Netherlands

Sustainable and responsible living requires far more than the consumption of ecofriendly and fair products. In my view sustainable living is the joint outcome of the three pillars of the Dutch Triple G model of sustainable living: money (geld); ecofriendliness (groen), health/well-being (gezondheid/welzijn). This approach – which I developed in my dissertation *Living with Less: Prospects for Sustainability* - integrates the interests of the environment, personal finances and wellbeing/health and is useful as a guiding principle for behavioral and lifestyle change. Actions should be directed towards this trio of interlinked domains in order to strengthen personal economics, eco-friendliness and wellbeing. There are strong indications that lifestyle change is a real possibility as is shown by recent empirical data on downshifting in the Netherlands and demonstrated by other studies on this topic. But change is only possible if a variety of measures is undertaken simultaneously. This requires a concerted strategy, which goes beyond the micro level of the individual consumer.

In order to make sustainable living easier and more attractive, radical interventions are needed as well in the consumption infrastructure. Because governments and semi-governmental institutions play an important role in shaping the situational context for sustainable living, more courageous leadership for social engineering is required. A striking example is the London Agri Program, a covenant

between the city of London and farmers that aims to realize a regional food supply of 80% by 2025. Numerous consumer/citizen initiatives have already been undertaken to promote a sustainable and responsible living. These initiatives could be encouraged and strengthened to maximize their effect and create broader support for change. The role of the government should be one of co-creator of the transformation process, facilitating financial and emotional support.

The Role of Governments for Enabling Responsible Living: The Example of Turkish Automotive Industry

Öykü Gül, Maltepe University, Turkey

Considering the fact that everyone in the society has to consume, consumer's preference of goods and services consisting renewable energy technologies has crucial importance for preventing environmental resources and enabling sustainable living. Governments, NGO's and private sector are the three major initiator actors of implementing social responsibility in societies. However consumers' partnership is particularly needed for effectuating social responsibility in society. In spite of the consumers' responsibility of sustainability awareness, governments' policies and approaches for enabling responsible consumption behaviour has a remarkable meaning.

Automotive sector is one of the greatest sectors in the Turkish economy. Since market opportunities grow rapidly, automotive companies are focusing more on Turkish market in order to increase their sellings. On the other hand, selling more automobiles means more environmental pollution under the situation of the technology used in car engines that are sold in Turkey currently. Additionally, the lack of governmental regulations (e.g. lower taxes for environment friendly engines,...) disable companies to promote their environment friendly models in Turkish market.

In the view of these circumstances mentioned above, a complicated decision making process occurs in terms of consuming environment friendly products/services. This study aims to discuss governments' role while addressing consumers' preferences for responsible living with the example of Turkish automotive sector. It is also aimed to provide basis for further research study.

Driving Forces Behind Consumption Patterns in Latvia

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Current unsustainable consumption patterns is one of the main sustainable development problems which has been addressed by many researchers and several global, EU and national policy documents. Public discourse on consumption levels and lifestyles and their environmental impacts has started also in Latvia.

Latvia is considered to be one of the greenest EU member-states, in the same time data show that household consumption pressures on environment are increasing. During the last 15 years per capita ecological footprint has more than doubled. The consumption clusters with greatest impact on environment are food, housing and mobility.

Based on research, carried out by authors as part of the EU 7th framework project „Action town” sub-project “Participatory SCP policy assessment”, the paper examines driving forces behind consumer choices and drafts recommendations for sustainable consumption policy development in Latvia. Study was carried out using participatory facilitated co-creation workshops where sustainable

consumption mind-maps were created. Workshop involved more than 20 scientists, experts and CSO representatives.

Authors clustered the results from the workshop using Needs – Opportunities – Abilities model and drafted recommendations for governmental institutions and other stakeholders, with aim to develop or prevent identified driving forces for sustainable consumption.

5.3. National Perspectives on a Global Issue

Towards the Transition to 'Green Economy' in Latvia: Implications for Responsive and Sustainable Living

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Mankind is currently confronted with economic, social and environmental challenges and opportunities. Many of our present day lifestyles and patterns of action and consumption have a negative impact on the planet. A vital question is how to develop living patterns that are responsible and sustainable for both society and individuals.

The paper explores the issue of 'green economy' and its role in supporting responsible and sustainable living. Different definitions and approaches to the concept of 'green economy' are given and analyzed from a variety of perspectives. This issue is examined on global, national, regional and local levels. A special focus is placed on the transition to 'green economy' in Latvia, in particular in the field of renewable energy. 'Green economy' is currently in its infancy in the country. In recent years, we witnessed an interest in 'green issues' (e.g. renewable energy, climate control, decreasing the emission, recycling, etc.). Latvia has scarce energy resources. Only 35 per cent of energy is generated in the country while 65 per cent of energy resources are imported. The promotion of the use of alternative energies is among the priorities of energy policy in Latvia. New initiatives on the wide use of renewable energies have been developed. Various sectors work together. The Ministries of Economy, Environment and Agriculture in collaboration with Riga Technical University have developed a long-term strategic plan of the wide use of renewable energies (e.g. wind, solar, water and wave power, biomass energy) for the government. It is estimated that by 2020 40 per cent of energy in Latvia will have come from renewable sources. We believe that it is possible to affect a positive change. The way we choose to live, our attitude towards life, the patterns of consumption are all in need of redefinition so as to enable a responsible and sustainable living.

The Network of Energy Agencies in Bulgaria: NGO Approaches to Promoting Energy Efficiency through Best Practices and Teaching

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The ineffective use of energy resources has always hampered the economic progress of Bulgaria especially having in mind its total dependency on imported energy resources. In recent years legislative measures were taken to stimulate more effective energy consumption and improvement of existing networks and infrastructure. Quite important actors in that respect are the organizations of civil society that emerged as a significant stakeholder in the past few years. All that is in line with the

overall EU policy in the energy field and Bulgaria can benefit as a full-pledged EU member state by having access to EU funding and using the EU partnerships for finding alternative patterns of cost-effective and environment friendly behavior of its citizens.

The proposed paper will deal with the experience, practice and difficulties accumulated on the local level by a network of Bulgarian NGOs, dealing with energy efficiency not as a business project, but as a way of improving the quality of living and promoting green-effective citizens' behavior. The leading partner of the network is a local NGO – The Energy Agency of Plovdiv which was established in the year 2000 under a SAVE program EU project and since then had realized more than 30 different projects at the international, national and local level. A major focus of those activities had been energy efficiency education, the development of specific educational toolkits that had already found its path to the classroom, the build-up of a network of teachers that promote the teaching materials available, networking with other NGOs, local authorities and businesses targeted at sharing good practices and promoting active attitudes among young people.

A special case study of the presentation will be the Yong Energy People project aimed at increasing the sustainability of energy use, renewable energy sources and rational use of energy and reducing the associated carbon emissions in schools and workplaces resulting in more sustainable communities. This will be achieved through education programmes designed to teach secondary school pupils (11 – 16 years) about practical energy management skills and their application to the schools and workplaces. The project work is taking place in nine European regions following a common theme and approach but working within the realities of the local contexts. Project participants are establishing a local steering group with representatives of the key actors to inform the local project work. These key actors include secondary school teachers, educational authorities and business representatives in addition to representatives identified at a local level with links to the project work (e.g. other environmental educational groups, agencies).

Secondary schools are formally supporting and contributing to the development of a work program that trains a School Energy Management Team of pupils in basic skills of surveying the energy situation and instigating a program of improvements on the basis of their observations. The school building and community will be used as a basis for the acquisition of skills that can then be transferred to the workplace. School Energy Management Teams will be matched with workplaces supporting and informing the project action so that pupils will have the opportunity to visit a place of work and apply their knowledge to a real life context. This increases the general awareness of energy use and efficiency measures for pupils, teachers and workplace staff and has the additional benefit of introducing pupils to the possibilities for future careers in the field of sustainable energy. The pupil program will be supported by quality resources developed on the basis of a review of existing good practices. Through the careful evaluation of the project activity these resources will be tried and assessed to create best practice examples.

5.4. Home Economics

Some Aspects of Responsible Living in Home Economics Education

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Rapid changes in the Latvian economy and politics also influence its education system. One of them is the change of education paradigm which focuses more and more on the personality of the person who is being educated as the main value. It asks for the organization of the learning process with the knowledge consumers being in the centre. They are the ones the classes are delivered to, books are written for and new technologies improved. It also requires the changes in the methodological approach.

Irrespectively of the career a student will choose he must learn to be responsible for sustainable living. Home economics is one of school subjects. It includes various topics from economics, social life and culture. Interdisciplinary approach promotes students to acquire education in sustainable consumption and consumer citizenship. In Home Economics students can develop the following skills: work organization, work accomplishment, self-mobilizing, self evaluation and how to learn. They get used to them and apply in everyday life thus getting the understanding of sustainable lifestyle and the ways to achieve it expressing their attitude to responsible living.

The aim of this article is to clarify the students' understanding of responsible living and their readiness for it. The research was carried out in Jelgava Elementary school No.4 during the years 2009. - 2010. 140 students aged 11-12 were invited to participate in this research. The following research methods were used: questionnaires, observation and discussions.

The main conclusions: the students' understanding of responsible living is characterized by three points of view: existence of motivation, awareness of interaction in the world, each individual's active and passive action. The students indicate their insecurity about future, belief in good. They are aware of their contribution and ready for social innovation. Interactive teaching methods in Home Economics stimulate students for learning process.

The Misjudged Discipline: A Plea for Strengthening Home Economics!

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In recent years research on sustainable consumption and consumer behavior has spread fast (e.g. Jackson 2006). The international research community comprises economists, psychologists and social scientists from many sub-disciplines. Since the consumer role is very prominent in modern everyday-life, responsible living and sustainable consumption can be understood as strongly interrelated to each other.

Although responsible living is a main objective of home economics, this discipline is almost invisible within the academic discourse on sustainable consumption. Since ancient times home economists illustrate the significance of responsible house-keeping. They point out challenging efforts of household members to negotiate their resources and needs with those of other household members and the socio-ecologic environment (e.g. Schweitzer 2006). Clearly home economics can be understood

as the original discipline for promoting responsible living. So why is home economics barely noticed nowadays?

In the presentation this question will be investigated. First, based on a broad literature review the potential contributions of home economics for promoting responsible living are outlined. It will be shown, that the specific home-economics-view can bring additional value in the discourse on sustainable consumption and consumer behavior. Secondly, constraints of home economics, for instance its insufficient international networking efforts and its negative connotations, will be discussed. In the end, possible implications to strengthen home economics are presented in order to foster responsible living.

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5.5. Learning and Values

Living Values Education in Poverty Settings: Kartal Upgrading the Quality of Life Center Enabling Responsibility Project

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The current presentation focuses on the important role of Living Values Education in difficult circumstances by providing a specific example of Living Values mothers and childrens group in poverty area. Supported by UNESCO, "Living Values Education" focuses on the 12 universal value of Cooperation, Freedom, Happiness, Honesty, Humility, Love, Peace, Respect, Responsibility, Simplicity, Tolerance and Unity. The Living Values Education approach is currently being used and producing many positive results in many educational settings like schools and day care centers. In Turkey, many children don't have the chance to go to preschool. In this Project, the children between the ages of 4-6 who can not attend preschool and their mothers in low socio-economic level are aimed. 16 Maltepe University psychology students taking "Social Responsibility Class" collaborated on a Project of the Living Values in Kartal Upgrading the Quality of Life Center under the supervision of Maltepe University Department of Psychology faculty. The value of responsibility is chosen to stimulate awareness to personal and social responsibilities. In this context, one day a week for three months, group work has been carried out with children and their mothers. In the work with children game like activities, the discussion time and artistic activities are used to help children gain understanding about responsibility and their own responsibilities. In mothers group, it is aimed to conduct further understanding and skills important in encouraging and positively developing values in children. In this process parents reflect their own values and how they live and teach those values.

Learning about Living: real Imaginary Countries in the Classroom

Roddy Fox, Rhodes University, South Africa

Role playing simulations provide safe spaces to explore and experience living in a "real imaginary country" (Chapman 1983). We have used them for over 20 years and found them to be highly effective ways of changing perceptions, attitudes and understanding. Reflection of the game experience is a key element in constructing new knowledge both for the players and game managers. The conditions that we have been simulating are typical of African countries. Examples are: the spread of HIV/AIDS, the management of water and land resources, the modernization of agriculture, the difficulties in satisfying basic needs and reaching the Millennium Development Goals, the weak trading position of African economies, the problems of implementing policies promoting sustainability. Recently we have experimented with modeling future scenarios. In this paper I will review a variety of games and critically examine how responsible living can be highlighted in the simulations that we have developed.

In our own Geography curriculum the simpler games such as Swampfire or the World Trade Game are easily played at First Year level. The more complex simulations such as the African Development Game and Extraction are best played with second or third year students. The African Catchment Game and Southland are far more complex and usually take at least one day of play with postgraduate students. At Högskolan Väst, Sweden, selected games are in the curriculum of the International Programme for Politics and Economics. Finally they were used in summer schools with Nordic colleagues at the Finland Futures Research Centre where we have been developing future scenarios in role playing.

Development of Responsibility as a Value Important for the Student

Zoja Chehlova, The University of Latvia, Latvia

The crisis state of economic and sociopolitical life in Latvia - huge debts, unemployment, emigration of hundreds of thousands of citizens – all this objectively complicates the solution of pedagogical problems of training, education and development of a personality at school. The socialization destructive environment and youthful group subculture create a new social development situation for young men in which values of the person, including understanding of responsibility as a value, are considerably deformed. Responsibility in article is viewed as personality integrative trait based on desire and abilities of students to make a choice independently and to take well-balanced decisions and is revealed in conscious self-control for their own actions and deeds in their social environment, as well as in their willingness to be responsible for the results and consequences of these actions according to the moral norms and demands of the society. Criteria and indicators of students' responsibility development have been defined as follows: motivational-cognitive, social-moral, regulative-powerful, and resulting-behavioral.

The aim of the article is to prove theoretically and to check empirically the social-pedagogical model that provides students' responsibility development at school using educational means.

The social-pedagogical model of students' responsibility development in educational process at school includes:

- the diagnostics of the initial level of personal responsibility by criteria chosen beforehand. Ascertain experiment has shown that responsibility is not among the important values for students;
- the social forecast and the system of responsibility development tasks in students' activities and relations;
- pedagogically planned means of stimulation, support and encouragement of an independent choice by the students of a teaching profile and self-improvement programs.

The experiment has been conducted in two schools of national minorities in Latvia: Pushkin lyceum and secondary school №34 with profound studying of the English language.