

Partnership for
Education and research about
Responsible
Living



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Project information

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Executive Summary

Partnership for Education and Research about Responsible Living

“We recognize that fundamental changes in the way societies consume and produce are indispensable for achieving global sustainable development”

The Heads of State and Government and high level representatives at Rio+20 §224

The need for individuals to reorient the choices they make and the manner in which they live their lives is becoming increasingly urgent with the passing of each day. The impacts of climate change, environmental degradation, financial instability and lifestyle-related illnesses are being felt both locally and globally. Research also shows that even though people may become richer they do not, beyond a certain point, necessarily become happier. Many people, including parents and teachers, are confused and uncertain about how to meet today's challenges, let alone how to prepare young people for dealing with tomorrow's challenges. Many are not even aware of the power individuals have through the choices they make every day.

The challenges are complex. They are systemic and personal, immediate and long-term. More knowledge and insight into how to use relevant data are essential, but it is equally necessary for people to be inspired and motivated to make value-based choices and to create new alternative, sustainable lifestyles. PERL focuses on research and education for behaviour and policy change towards more responsible, sustainable living. PERL is helping 'consumers' to become more informed, responsible and active citizens who can contribute to constructive change through the way they choose to live.

PERL is a partnership of experienced and dedicated educators and researchers who have worked together as members of The Consumer Citizenship Network (www.hihm.no/concit). PERL (www.perlprojects.org) consists of over 93 institutions (Universities, research institutes, civil society organizations and businesses) from more than 50 countries (31 of which are in Europe).

PERL partners:

- research social innovation and responsibility;
- give visibility to creative communities that collaboratively invent new ways of living;
- promote education for sustainable consumption;
- stimulate consumer citizenship;
- develop teaching methods and materials;
- provide references and guidance;
- produce recommendations for sustainable lifestyles and education for sustainable consumption.

To date, PERL has helped bring to the forefront of policy discussions and academic consultations the importance of education and research for sustainable, responsible consumption. This has been done through PERL's preparation and distribution of materials, case studies and guidelines (translated into several languages) and participation in conferences, meetings and seminars around the globe and, in particular, at European Union and United Nations consultations. PERL's work has helped the European Community to be recognized as a forerunner in the field of education for sustainable consumption.

PERL has developed innovative uses of ict and multimedia in education for responsible living through contributing to the establishment of the collaborative online scenario platform (DESI); through the further development of learning methodologies such as “LOLA (Looking for Likely Alternatives)” and “Images and Objects” Active Learning Toolkits which incorporate visuals, objects and ict in the teaching process; and through the PERL pilot project for student videos.

As a large and highly multidisciplinary network, PERL can testify to intensified cooperation between institutions of higher education across Europe in the form of research, development work, debate, dialogue, and the preparation and testing of pedagogical materials, modules and courses. There has been close collaboration between PERL and other European Commission sponsored projects. In addition, PERL works with UNEP, UNESCO-DESD, and The International Marrakech Task Forces on Sustainable Lifestyles and on Education for sustainable consumption. PERL regional networks have been established in Latin America, Africa and in the Asia-Pacific area.

This report offers teachers, universities, government authorities, civil society organisations and the public at large a brief overview of PERL’s activities since 1st October 2009 until 30 September 2012. It describes the dedicated efforts of many individuals who are convinced that through cooperation, scientific investigation, active learning and robust dialogue it is possible to help create a more equitable world for all.



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1. Project Objectives

Empowering transformation

PERL aims to assist individuals and communities to significantly rethink and reorient the choices they make and the manner in which they live their lives in order to reduce the negative impacts of climate change and financial instability, ensure more just distribution of resources and foster sustainable, dignified human development for all.

PERL tries, to the best of its ability to:

1. *contribute to the development and implementation of policy* for education and research about sustainable lifestyles and responsible living.
2. *demonstrate the scale and nature* of world wide support for tackling the global challenges of our current patterns of consumption.
3. *encourage development of projects* about social innovation and education and research about responsible, sustainable living.
4. *urge education institutions* to reflect in their daily management the priorities given to sustainable development.
5. *assist in the inclusion of themes, topics, modules, courses and degrees* about education for sustainable consumption in established curriculum.
6. *promote and coordinate research* on sustainable lifestyles and education for sustainable consumption-related areas.
7. *strengthen connections* between researchers, lecturers, teacher trainers and socio-economic actors and stakeholders.
8. *enhance cooperation* between professionals from diverse disciplines in order to develop integrated approaches to education for sustainable consumption
9. *facilitate teaching and teacher-training* which strengthens global, future-oriented, constructive perspectives within education for sustainable consumption.
10. *reward creative, critical, innovative thinking* related to education for sustainable consumption.
11. *ensure* that education for sustainable consumption respects the importance of indigenous knowledge and recognizes alternative lifestyles.
12. *foster intergenerational learning* as an integrated aspect of education for sustainable consumption.
13. *provide opportunities* for practical application of theoretical study through social involvement and community service.
14. *increase synergy* between existing partnerships, networks and projects dealing with sustainable production and consumption in order to stimulate the transition from micro initiatives to macro.

PERL contributes to the UN Decade for education for sustainable development and the international processes for sustainable production and consumption in close collaboration with The European Commission, UNESCO and UNEP.

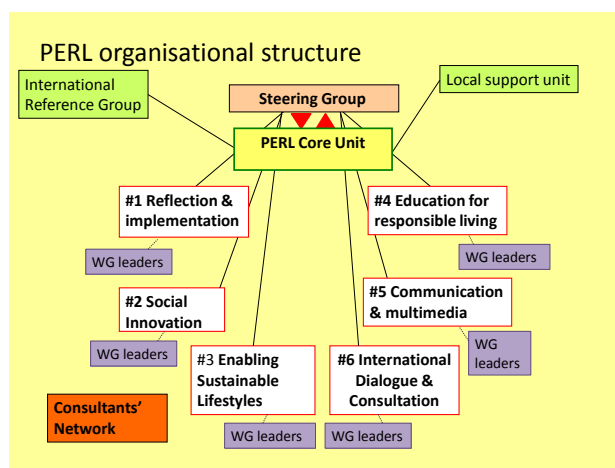


PERL partners in Europe

2. Project Approach

The work of the Partnership for Education and Research about Responsible Living is based on the understanding that schools can be important *agents of social change through transformative education*. PERL acknowledges the interrelatedness of consumption and development, and seeks to build collaborative partnerships based on principles of equitable growth and collective social learning.

The PERL Network is a large, multidisciplinary organization which has a core of working group members supported by a larger group which constitutes the consultants' network. The consultants' network contributes to the discussion, research and development work with information and insights on local and regional activities about responsible living within the areas of consumer citizenship, social responsibility, social innovation and education for sustainable development. They have been essential in the work of adapting general guidelines and materials to national conditions. The consultants' network has also carried out research, implementation, and dissemination.



PERL's activities can be categorized as follows:

Reflection and implementation

Developing research, policy analysis and recommendations

Social innovation

Giving visibility to creative communities that collaboratively invent new ways of living

Enabling sustainable lifestyles

Projects around the globe which provide data for research and opportunities for teaching

Education for responsible living

Creation of materials and methodologies particularly suitable for education about responsible living.

Communication and multimedia

Preparing and implementing seminars, courses and exhibitions about responsible living

International dialogue and consultation

Carrying out research, discussion and debate

More specifically, PERL has held two roundtable consultations of experts to provide updated scientific insight into the direct and indirect consequences of the choices individuals make in their interaction with the market. PERL has built upon the results of The Design Research Agenda for Sustainability (DRAS) and the SEE project to develop the online platform for collaborative scenario building about new ways of living (DESI). PERL partners are carrying out systematic action research of best teaching practices based upon UNEP's core curriculum for education for sustainable consumption. PERL workgroups have developed, tested and translated learning materials which focus on active learning methodologies that stimulate students' associative skills as well as bring them face-to-face with individuals in their neighbourhoods who have initiated sustainable ways of living. Two prototype modules for teacher training and one intensive e-course on responsible living have been developed. A pilot project for audio visual materials has been initiated to lay the groundwork for a set of relevant video/films. An enabling kit to help involve extra-curricular

groups, parent-teacher organisations and local communities in the process of envisioning and initiating sustainable lifestyles has been created. PERL has supported the development of a global network for design students for sustainability. PERL has also held two European research conferences which have provided a forum for sharing and discussing with experts in the field the research PERL Consultants Network members have done. The PERL outcomes have been spread widely and will continue to be so. The PERL model has been adapted by regional networks in Latin America, Africa and Asia-Pacific regions and PERL materials adapted to regional needs.



To achieve the above mentioned activities the Network has used surveys, interviews, and tests, as well as statistical and empirical analysis to collect data. PERL partners have consulted on line and face-to-face in their attempts to maintain up-to-date awareness of the discourse and developments within the field. At the collective work meetings held in January and September 2010 experts from relevant fields were invited to present research and discuss with the PERL partners. Exchange of information and collaboration with other European education and research projects (such as ComEnvir, Dolceta, Coberen, CiCe and SPREAD) has been carried out. PERL uses the UNEP Recommendations for Education for Sustainable Consumption and the OECD Recommendations for Consumer Education and the E.U. Action Plan for Sustainable Development as guidelines for the work of creating new teaching and learning methods and materials.

Monitoring and Evaluation Strategy

PERL does not measure its impact by identifying a certain number of schools or teachers who all act or think exactly the same way. Its impact can be identified by educational authorities including education about responsible, sustainable living in their programs; by teacher-trainers concentrating a larger percent of their time to training teachers about different ways to approach and deal with these issues; by students learning new, active ways of identifying and creating sustainable ways of living; and by individuals realizing that there are alternative, innovative ways of living responsibly.

In many ways the work of PERL is similar to the work of the UN Decade on Education for Sustainable Development (DESD) but focuses on lifestyles and consumption. UNESCO has employed a set of indicators (Global Monitoring and Evaluation Framework (GMEF)) to evaluate Education for All and the progress of the DESD. PERL has reflected upon these indicators in light of education and research for responsible living and sustainable consumption.

In addition to the general GMEF evaluation criteria, there has been constant and on-going monitoring and evaluation of PERL by the steering group, the Core Unit and the participants themselves. At all PERL meetings verbal and written evaluations are made by the participants. The steering group receives regular reports on the progress of the working groups. PERL methods and materials are tested in the field and subsequently refined and improved. External evaluators have been in continuous communication with the PERL

network, acting as “critical friends”. Both PERL think tanks provided valuable evaluation and feedback. External evaluators attended the PERL research conferences in Istanbul March 2011 and Berlin March 2012 and provided feedback.

Dissemination strategy

All PERL outcomes are available and downloadable on the PERL website. PERL supplies its partners and a wide network of contacts with all the outputs of the project for their use and further dissemination. Additionally, UNESCO, UNEP, the International Federation of Home Economics, and Consumer International’s networks help further extend the range of dissemination of PERL products to an even wider global audience of interested recipients. At European and international conferences and meetings PERL shares its results. United Nations meetings related to the Commission on Sustainable Development have provided opportunities for PERL partners to distribute PERL materials, serve on expert panels, hold seminars and co-sponsor events such as the Global Research Forum. PERL contributed to the development of the 10 Year Framework of Programmes for sustainable lifestyles and education which is a set of relevant initiatives soon to be implemented worldwide.



European added value

“Responsible living” refers to ways of being which do not damage the environment, weaken social relationships, contribute to increased financial instability or undermine human dignity. PERL directly supports the development of teachers and professionals who address this topic. Education and research about responsible living falls within the realm of sustainable development which has been a fundamental objective of the European Union since 1997 and an overarching principle of all European Union policies as reiterated in the EU Action Plan 2020. E.U.’s research program, Horizon 2020, underlines the need for research about sustainable development. The Life Long Learning Program’s General Call indicates the need to focus on education as well as teacher training for sustainable development. UNEP’s Recommendations for Education for Sustainable Consumption do likewise. PERL is engaged in work that further supports these policies as well as the OECD Recommendations for Consumer Education (2009). To accomplish these goals, among other things, PERL has assisted the E.U. Directorates for Health and Consumer Policy, Innovation, and Research.

Europe has acquired the position of one of the forerunners internationally in relation to education about social innovation, consumer citizenship and education for sustainable consumption. This has attracted a number of researchers, students and staff from countries around the globe to Europe to learn from the European experience. PERL is strengthening the existing cooperation in this field between the countries in Europe and other parts of the world. The establishment and growth of the PERL Regional Networks in Latin America, Africa and the Asia Pacific is evidence of this.



3. Project Outcomes and Results

A. Website



The PERL website (www.perlprojects.org) has been one of the most important communication tools for the project. The website includes among other things: a description of PERL, its mission and activities, news and updates, documents and research, educational materials and other resources and links to other websites. The website also links to a system on which PERL partners can communicate and work together. There are links to the PERL website on partner websites as well as on UNESCO, UNEP and Consumers International web sites.

Use of ICT and social media

PERL partners have communicated via various online media such as Ning sites, Moodle, Skype, Dropbox, etc. Several of the PERL workgroups maintain specific thematic websites and public blogs in connection with the use and testing of their specific methods and materials. Students were asked to use a You Tube platform when making their PERL video contest submissions. PERL also has a Facebook page and has used it to post news updates. PERL participates in discussions and debates on other relevant websites and their blogs.

B. PERL Information materials and presentations

The Partnership has produced several brochures and posters which describe its work.



PERL brochures and posters have been distributed to all PERL partners throughout Europe, to delegates and participants of the U.N. Commission on Sustainable Development, and at international conferences and meetings, as well as at PERL's regional network meetings in Latin America and Asia.





Video

An interview with Victoria W. Thoresen about Consumer Citizenship is available online and translated to Japanese on the JFBA website as well as on Youtube. An interview with Jan-Gustav Strandenæs is available on the PERL website as are a few interviews of PERL partners on issues related to education and research about responsible living.

Videos of the PERL international student video competition winners are available on the PERL website as well as on Youtube. Links to other videos which focus on sustainable lifestyles are also on the PERL website.

C. Newsletter

Nine issues of the PERL Newsletter have been compiled and distributed as a means of strengthening communication on responsible, sustainable living. The newsletter also contributes to the facilitation of cooperation between the many PERL partners.



D. Think Tank Consultations

Research and education for responsible living is a constantly developing field of research and action. There is a continuous need to collect and consult on scientifically substantiated, updated insights into the social, economic and environmental impacts of present ways of living in order to better chart the transitions necessary to foster sustainable consumption and to design education about responsible living. The first PERL think tank was held January 24-25, 2011 in London and brought specially chosen experts from diverse disciplines together to examine with PERL the processes of change related to sustainable living. The discussion was lively and constructive. PERL's second think tank was held October 12-13, 2011 in Paris. Participants focused on creative learning for change, on relevant projects and initiatives for the coming three years, on PERL's own institutional development, and on PERL's international involvement. Reports and translations of the summaries of the think tanks are available.



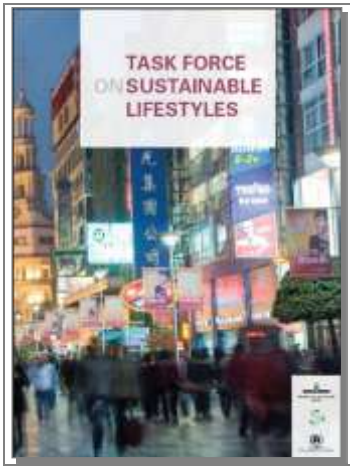
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E. Education for sustainable consumption policy analysis and implementation

Within the framework of sustainable development and consumer citizenship, education for sustainable lifestyles has only appeared on the international agenda of policy makers in recent years. PERL has made numerous and significant contributions to this process. Through the development of recommendations for curriculum reform, educational methods and materials that are value-based and encourage civic engagement, PERL has received many positive responses from policy makers and educators.



PERL has worked closely with European educational, environmental and consumer authorities as well as the Marrakech Task Force on Sustainable Lifestyles that was lead by the Swedish government and the Marrakech Task Force on Education for Sustainable Consumption lead by the Italian government. The Marrakech Task Force on Sustainable Lifestyles' report describes PERL's role in helping to coordinate some of their projects. Together with the Marrakech Task Force on Education for Sustainable Consumption, PERL has, among other things, created the "Here and Now" policy roadmap and recommendations for implementation.

Here and Now: Education for Sustainable Consumption

This document is based on the Consumer Citizenship Education Guidelines and has been published as an official UNEP document and launched at regional UNEP roundtables around the globe and at the CSD-18 in New York May 2010. The publication provides advice about themes, competences, methodologies and assessment of education for sustainable consumption. Translations of the document have been made (see page 24). The “Here and Now” document has also provided the basis of the pilot project entitled “Institutional Strengthening of Education for Sustainable Consumption - Advancing ESC policy and implementation strategies” sponsored by the Italian Marrakech Task Force on Education for Sustainable Consumption and coordinated by UNEP with the assistance of PERL. This project aims at assisting the governments of Tanzania, Chile and Indonesia to incorporate education for sustainable consumption into their educational systems. The document has been translated to Spanish and spread widely within the Latin-American countries.



PERL involvement in European Union consultations

PERL has contributed to many European policy consultations and presented descriptions of ways in which research and education can assist in modifying consumer behaviour and stimulate sustainable lifestyles. A number of PERL partners are members of national advisory boards for policy and implementation. PERL partners have actively participated in consultations with representatives from European Ministries of Education, of Environment and of Consumer affairs. For details see page 33.

PERL contributions to United Nations consultations

PERL has been able to reach out to governmental authorities from countries in Europe and the world at large through events arranged by the United Nations. Through discussions with ambassadors and delegates; by contributing to statements of the Major Groups, which represent civil society; by holding exhibitions and seminars, distributing policy briefs and information about education for responsible living; and by assisting in the development of the 10-Year Framework of Programs for sustainable lifestyles and education PERL has been able to make an impact on the policy debate on education and research about responsible living.



RIO+20
United Nations
Conference on
Sustainable
Development



Climate Summit in Copenhagen (COP-15) 2009

PERL’s work and outcomes were presented at the People’s Climate Forum and at the Platform for Sustainability to audiences representing government officials and civil society organizations from a wide variety of countries in an effort to highlight the relationships between personal consumption and the environmental impacts which have led to climate change.

UN Commission on Sustainable Development

PERL was actively involved in the 18th and 19th sessions of the Commission on Sustainable Development held 2010 and 2011 at the United Nations in New York and at the Rio+20 Conference on Sustainable Development. Additionally, PERL partners contributed actively to the CSD and Rio+20 preparatory meetings; the CSD Sustainable Consumption and Production meeting in Panama, 2010; the U.N. DPI/NGO conference: Sustainable Societies; Responsive Citizens in Bonn, 2011; and the Stockholm+40 conference.

F. Social Innovation and Sustainable Everyday Explorations

SEE: Sustainable Everyday Explorations

There is an increasing demand for new ideas about feasible, sustainable ways of living. In design schools, interest in design for sustainability is growing. This means more design classes and workshops are dedicated to developing new knowledge and scenarios. A series of projects have been carried out in connection with the design school exercises. With some few exceptions, these projects remain largely unused. Even if such exercises are good opportunities for students to learn new approaches, their results do not have a real impact outside the schools.



The initial SEE (Sustainable Everyday Explorations) project (2008-2009) (www.sustainable-everyday.net/see) was a joint initiative of the UNEP and SEP (Strategic Design Scenarios + Milan Politecnico and UNEP DTIE -website: Creative Gallery on Sustainable Scenarios) providing an online collection of uncontested design ideas on sustainable ways of living from which didactic and research activities could be organized. On this foundation SEE2 has created an online site (www.SustainableEverydayExplorations.net) of interactive collaborative scenario building, a

platform open to design school students, professors and to the public. Its aim is to co-create an articulate set of quality local and framework projects which have been or can be implemented. The SEE2 incorporates guidance from The Design Research Agenda for

Sustainability - DRAS (www.changingthechange.org) and builds a layer of interactive discussion and evaluation on the SEE foundation so that emerging issues and topics stimulated by the design projects are posted, debated and clustered in order to feed the research on sustainable, responsible ways of living. This has been achieved practically by creating a dynamic matrix of the design activity results, grouping the different results by themes into coherent categories in order to make their meaning and implications clearer and in order to facilitate the links between designers and educators working on similar topics. Thus SEE helps schools have a new role in stimulating social change and fostering social responsibility.

SEEK: Sustainable Everyday Enabling Kit

Cities, regions, and neighbourhoods seek comprehensive projects that raise awareness on the local scale, trigger synergies between the local players and prompt actions towards sustainability within the Local Agenda 21 framework. Exploration of students' daily living environments



starting with the design schools and universities can be a key to initiating change in the local communities. By questioning the school's impact, looking for potential improvement, implementing concrete actions and measuring the results both in terms of impact reduction and social change requires mapping activities, investigating the schools' direct surroundings and adjacent region. The actions towards sustainability taken by certain design schools or universities (i.e. mapping social innovation that is promising in terms of new and more sustainable ways of living, establishing from them more accessible and diffused collaborative services; clustering series of single local initiatives to address sustainable transformation at a urban or regional level...) can be reproduced and deployed elsewhere transferring the same activities in other schools and universities.



SEEK made two pedagogical enabling kits to stimulate this process. One enabling kit was created in collaboration with schools, based on their concrete experiences and enabling other schools to replicate what is done. Each enabling kit focuses on the everyday life of pupils in the school, enabling them to study their current impact patterns, to extend investigation to problems and opportunities around the school, to start from that basis an initiative which is promising in terms of sustainability and to diffuse it to families, extra-school activities, clubs, and parent-teacher organisations. The involvement of youth has proven to be a powerful engine to start change in society. Initiatives of collaboration between schools in the same neighbourhood, schools at the city level, exchange of views and best practices at a national and international level using web-based tools, stimulate and enrich sustainability-oriented work by allowing comparison of local situations and the adoption of successful ideas and solutions.

DESIS

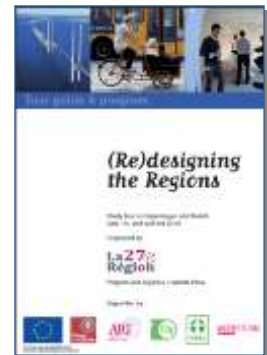
DESIS is a network of design labs based in schools of design (or in design-oriented universities) that promotes social innovation towards sustainability. Its establishment is a part of SEE and SEEK. DESIS is a network of partners collaborating in a peer-to-peer spirit. The DESIS website (<http://www.desis-network.org/>) supports social innovation worldwide and reinforces the design community's role in it:

- Fostering social innovation and sustainability by taking part in support projects and programs.
- Promoting design for social innovation both within and outside the design community, developing appropriate design tools and organizing cultural and didactic activities.
- Fostering the circulation of ideas and experiences, with a peer-to-peer approach between the different DESIS-Local to carrying out comparative research and co-producing courses at an international level.

DESIS Europe, the European branch of the international Design for Social Innovation and Sustainability network was already active with projects, research and workshops but had not been effectively launched: this was one of the many activities scheduled between the 1st and the 4th of June in Malmö, Sweden. Two events were organised back-to-back at MEDEA Lab settled at the university of Malmö: (Re)designing the Regions was a 3 day study tour organised by La 27e Région a French public innovation lab; SEE (Sustainable Everyday Explorations) was a workshop organised by Strategic Design Scenarios and Politecnico di Milano within the PERL (Partnership for Research and Education for Responsible Living) European project.

Malmö workshop

This workshop focused on how to stimulate innovation in local transformative processes towards sustainability; how to renovate the way public actions and policies are made and foster social innovation-based bottom-up processes towards new sustainable ways of living. The seminar focused on local projects such as Living Labs in Malmö and Copenhagen, the MindLab of the Danish Ministry of Finance but also on many invited participants representing original projects and institutions such as Social Entrepreneurship in Residence from the Young Foundation, WWF One Planet Mobility, UK Building Schools of the Future, the MidtLab from Denmark and the Iniciativa Joven from Extremadura region in Spain.



DESIS Forum

The DESIS forum, Paris, 21 May 2011, showcased more than 50 projects sent by 23 design schools and universities from 12 countries all over the world. Through presentations and exhibitions, the Forum provided a small snapshot of the huge range of initiatives on design for social innovation and sustainability going on

throughout the world.



Case studies of social innovation

An example of the approach being developed by the SEE and SEEK activities are the 7 case studies prepared for UNEP by the PERL partners working with social innovation. These case studies are from China, Columbia, New York and France. The structure of the projects which have been highlighted are:

- 1) Mapping of diffuse cases of sustainable social innovations
- 2) Designing scenarios and toolkits to stimulate the start-up of new initiatives
- 3) Communication through a) exhibitions b) workshops c) websites to stimulate strategic conversations, create awareness and promote change within communities.

Case study: Nord-Pas-de-Calais

In the case study from France the process involved was to explore scenarios of sustainable living in periurban area; identify critical leverage points of implementation, and explore efficient loops between regional foresight and local experimentation. The process called for a simulation of a more sustainable periurban containing:

- an overview of periurban challenges and opportunities;
- a tentative local adaptation of a selection of cases of social innovation;
- the exploration of potential sustainable transformation of local public services;
- the generation of more than 30 video-sketch of tentative collaborative services.
- the clustering of 7 strategic points towards potential local projects.

Strategic conversations between the stakeholders were stimulated by the output of the workshop. The project facilitated the involvement of local stakeholders through the simulation of transformative projects.

Publications on social innovation learning



PERL is a partner in the publication of a book presenting the first results of a first year of Territoire en Résidence programme of La 27e Région showing a selection of projects promoting innovation and sustainability in the public sector. Title: *Design des politiques publiques, édition 2010*, published by La Documentation française and an article in the Journal of

Consumer Policy: Promoting Consumer Education—Trends, Policies and Good Practices, Vol. 33, pg. 291, 2010. PERL partners have published an article in the Co-Design journal relating to the need for large-scale, sustainable changes, and the effects of citizen's active participation and design co-operating to realise such changes. Title: *Small projects/large changes: Participatory design as an open participated process*, 7:3-4, 2011. Additionally, as mentioned above, two enabling kits have been prototyped and a series of in-depth analysis on the activities of 5 selected schools and universities, active in the topic of social innovation and responsible living have been conducted. The first enabling kit aims at facilitating design universities to DESIS Forums and share and discuss with peer universities projects of design for social innovation and sustainability. The second kit aims at facilitating participative project processes in secondary schools and colleges. In particular the kit focuses on the French regional "College Participative Budget", where pupils, teachers and all the staff of the college are supposed to organise a deliberative process and decide of the allocation of part of the regional budget allocated to improve the quality of life in their institution. Experimentation of the DESIS Forum Kit was successful in 3 cities; Shanghai, Beijing and Denver. A SEE2 web platform (<http://www.desis-network.org/>) has been created to collect, compare and discuss cases of local planning by micro-projects. Results reveal that the web platform is very useful to compare and discuss the cases in particular to look at all the different experiences transversally and review specific aspects of the design role (i.e. leading role, investigating role, etc.).

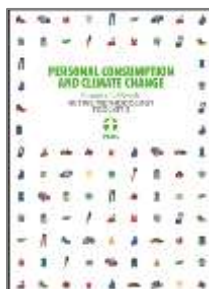


G. Active Learning Methodologies

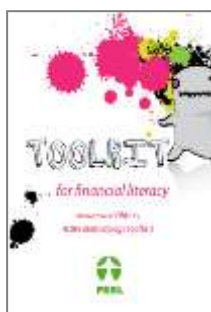
Many schools do not yet provide education for consumer citizenship and sustainable consumption which is value-based, holistic, systematic, active and related to student's everyday life. Active learning methodologies can encourage students to question the way they think, the values they hold and the decisions they make in the context of sustainable development. A willingness to source correct information, appreciate the perspectives of others, reflect on the outcomes and impact of our actions, and embrace change is required in order for us to modify our way of living and reflect a responsible approach to everyday life decisions that foster sustainability. The ultimate goal is for students to be open to change, to act co-operatively, to think, discuss and draw conclusions about different every day activities in a holistic, critical and creative way for the betterment of all humans.



The PERL work group has developed a training manual to support individuals and organizations who would like to run seminars and workshops themes related to education for sustainable development. The manual provides support on different aspects of running a seminar from planning through to delivery and evaluation. PERL has created an active learning methodologies website <http://sites.google.com/site/perlactivemethodologies/home> to support the dissemination of the activities and outcomes of the active methodologies work group.



In addition, building on the success of the first *Images and Objects Toolkit* compiled in 2008 a second toolkit has been prepared which focuses on the theme of 'Personal Consumption and Climate Change'. This toolkit uses photographs and activities to help learners construct their own meaning and values with an emphasis on questioning to support critical thinking and taking action on themes such as energy, transport, waste, food, clothes technology, household management and leisure. The toolkit has been printed and was launched at the PERL conference in Istanbul in March 2011.



The financial literacy toolkit focusing on personal finance management is the third in the Active Methodology Images and Objects series and aims at helping learners gain knowledge about personal finance and terms related to this theme, as well as helping them apply this understanding in an integrated manner in their daily lives. The toolkit provides an original card game which can be used as a part of the learning process.



The fourth toolkit takes a holistic approach to the use of resources for future responsible living and involves learning how to anticipate the consequences of actions, envision a sustainable future and create the steps needed to achieve the vision. This toolkit focuses on using a range of active teaching and learning approaches to explore the themes of; the inter-relationship between environmental, economic, social and political resources in everyday life; time as a resource and the ability to think of the future; and critical analysis, planning and decision making in determining personal action.

The *Images and Objects nr.1 toolkit* has been adapted for use with the Irish Home Economics curriculum. It has also functioned as the prototype for the development of an active learning methodologies toolkit entitled; “Modern Citizens Towards a Sustainable Future” created by a Nordic Council project (2010-2012) coordinated by the International Foundation for Environmental Education (FEE) in which PERL participated and provided expertise.



Training seminars for teachers and pilot testing of the kits have been carried out. For details see pages 20 and 24.

H. Looking for Likely Alternatives (LOLA)

Looking for likely alternatives (LOLA), is a pedagogical tool for teachers and students which assists them in the process of identifying, evaluating and documenting cases of social innovation towards sustainable lifestyles. The LOLA project allows teachers and their class to



discover approach and give visibility to new sustainable lifestyles in their surroundings. It provides an opportunity to progress beyond the common pedagogical use of case studies and project work which tend to be limited to the immediate classroom context. The process brings the students into direct face-to-face contact with

groups of people (the “creative communities”) already implementing sustainable solutions in their daily life and thereby increases the learning potential of working with cases. This toolkit offers specific support to achieve the following statements of learning;



value what it means to be an active citizen, with rights and responsibilities in local and wider contexts; learn how to think and act sustainably; develop moral, ethical and responsible decision making and a sense of personal values. LOLA connects the work of teachers at several schools in a collective search for examples of universal value,



thereby putting into action the goals of the UN Decade for Education for Sustainable Development (2005-2014).

In Ireland, PERL partners have adapted LOLA to the Irish curriculum for Civic, Social and Political Education. The adapted version has been printed and distributed to all post-primary schools in Ireland in 2011/2012. In September 2012, the final version of the LOLA toolkit was

launched at the annual Civic Social and Political Education (CSPE) facilitators training event in Athlone, Ireland. This project has highlighted the importance of the involvement of teachers in the development process and the value of piloting in schools as part of this process. Implementations were also developed with success in Norway, Germany and Japan. Implementation of LOLA has been initiated in Greece and Bulgaria as well. Other countries such as Latvia and Finland have been assisted to adapt LOLA to their national curricula. An international generic version of the LOLA toolkit is now also available for all countries to adapt and implement as appropriate into their curriculum.



The LOLA website www.sustainable-everyday.net/lola contains information about the methodology, copies of the teaching packs, translations of the teaching pack, examples of usage, news updates, and blogs with LOLA Ambassadors in Portugal, Latvia, Italy, Ireland, France, Lithuania, Finland and Spain. For information about LOLA training seminars see page 20.



I. Teacher training modules and courses

PERL partners with the support of the Setubal's College of Education have developed two prototype modules for teacher training entitled "Consumption and Environmental Education" and "Global Awareness Education" in the preparation of a study guide. A 5-credit module for an online (distance learning) e-course entitled "Global Citizenship" has been designed. The modules focus on themes from UNEP's "Here and Now! Education for Sustainable Consumption" core curriculum. In addition two booklets based on the modules have been created, of which the first booklet has been printed. Both booklets are available for download and have been translated to Portuguese. The target group is teachers for 12-15 years old. The workgroup has identified the relevant learning methodologies, competences and outcomes and has collected relevant resource materials. The study guide for the course contains concrete advice and support for adaptation.



J. Seminars, courses and exhibitions

PERL partners have held a series of seminars on topics related to education for responsible living. Some of these were to build capacity and train teachers to use the LOLA, SEE, SEEK, Active Learning methodologies. Other seminars/workshops which PERL has held have provided information and opened for debate and discussion about research and education for responsible living. Below is a brief

overview of some of the seminars, courses and exhibitions which have been held by the PERL partners.

- Paris, France; 1 May 2011: DESIS Forum (SEE & SEEK)
- Reykjavík, Iceland, June 1 2011: Seminar to Life Skills Teachers of Iceland on active learning methodologies and LOLA (Looking for Likely Alternatives).
- Stavanger, Norway; 6-7 June 2011: 'Learning for Change' workshop: A pattern laboratory approach
- Sofia and Momchilovitsi, Bulgaria; 23-24 June: 2 Active learning seminar for teacher trainers
- Slovenia; 29 Aug. 2011: Seminar for teachers on Active Learning Methodologies and LOLA
- Athens, Greece; 11 Nov. 2011 & Dec.: 2 Seminars for teachers on LOLA and active learning methodologies
- University of Latvia, Riga, 26 April 2011: seminar for 40 student teachers and five University professors (LOLA and Active Learning methodologies seminar)
- Melbourne, Australia; 16-17 July 2012: IFHE World Congress Conference; Active Learning methodologies seminar
- Istanbul, Turkey; 13-15 March 2011: PERL International Conference (Active Learning methodologies seminar)
- Berlin, Germany; 19-20 March 2012: PERL International Conference (Active Learning methodologies seminar)



PERL exhibitions have been held in connection with conferences where PERL has been presented, at the Commission on Sustainable Development at the UN in New York May 2010 and in May 2011, and at the meetings of other EU projects at which PERL partners attended. Additionally, a display of the case studies of the social innovation framework projects of SEE and SEEK was made and shared with the network members at the PERL working meeting held in the Netherlands in September 2010.



A number of courses have been organized and carried by PERL partners using content and methodologies created by the Consumer Citizenship Network and PERL partners. Following is a brief overview; more information is available on the PERL website.

- The Hague, the Netherlands; Oct.2009: the Consumer International Multi-Stakeholder Roundtable on Ethical Trade Fact-finding Process (ETFP)
- France; Oct. 2009: the Global Survey on Sustainable Lifestyles seminar
- Geneva, Nov. 2009/Dec. 2009: One-day U.N. roundtable on sustainable consumption and production/European Regional Implementation meeting, arranged by UN-DESA and UNEP(exhibition).
- Copenhagen, Denmark; Dec. 2009: the Climate Change Summit COP15 (People's Climate Forum and Platform for Sustainability)
- Oslo, Norway; Feb. 2010: the Nordic Conference on Teaching Consumer Competences
- Vilnius Pedagogical University, Vilnius, Lithuania, as part of bilateral project on "Consumer Citizenship Education", April 2010 "The impact of globalisation on the development of social economy and well-being of children"
- Oslo, Norway; June 2010: the Norwegian National conference for school principals
- Malmö, Sweden; June 2010: Joint seminar on



social innovation for local development with the PERL work Group on Sustainable Everyday Explorations (SEE)

- Tallinn University, (6 ects course): “EU Environmental Policy in Historical and Comparative Perspective”, 2009-2010
- Technical University of Berlin, 2009 and 2010, Germany; (2 ects module) “Konsumökologi—Nachhaltiger Konsum”
- Obuda University, Budapest, Hungary, Consumers Rights in Financial Services” and “Consumer Citizenship in theory and practice”, (two courses) 2009-2011
- Bonn, Germany, UN-DPI-NGO conference, “Shifting to Sustainable Living”, Sept.2011
- NYC, USA; May 2010, UN CSD-18 meeting, “Seminar #1: “Education and empowerment for sustainable lifestyles”; seminar #2 “Progress in Implementing Education for Sustainable Consumption”; seminar #3: “Rethinking Prosperity: Forging alternatives to a culture of consumerism”
- NYC, USA; May 2011, UN CSD-19 meeting Seminar #1: “Sustainable consumption and production: Learning to Live Together”; Seminar #2: “Schools as Agents for Change”
- Rio de Janeiro, Brasil; June 2012: Summit Rio+20 UN Conference on Sustainable Development: Rio+20, “Platform for Sustainable Consumption: Consumer Voices”; “SPREAD: Sustainable Lifestyles”
- Grahamston, South Africa; Sept. 2012 EEASA conference, PERL workshop.
- Life Leaf courses 2012

K. Video film pilot project

PERL’s *Video film* Work Group has made progress in categorizing some of the large amount of relevant existing video material for future educational use and dissemination. Relevant short films have been uploaded on the PERL website for viewing.

A student film competition has been organized and carried out to showcase sustainable lifestyles and be of use in teaching education for sustainable consumption. The videos have music and sound but no speech so as to enable entries from different countries. 14 films were submitted and the winners announced at the PERL conference in March 2011. The students that participated in the PERL video competitions came from around the world. The 2011 video competition first prize winner was from Athens, Greece while the second prize winner came from Sligo, Ireland, the third winner came from Bulgaria.

A second competition was organized with the assistance of DESIS and carried out to showcase: “Life in 2020: Your creative vision” on the theme of moving towards more responsible lifestyles. The winning video, created by Anita Teel, a student in Berlin, Germany, was presented during PERL’s international conference in Berlin March 2012. The second prize winner was from Copenhagen, Denmark and the third winners were two students from Canberra, Australia.



L. Distributing and using learning materials

PERL has, during this project period, had many opportunities to distribute materials and information to interested recipients in Europe and around the globe. This has been greatly facilitated by PERL’s involvement in the recent international processes on sustainable development which provided arena within and outside of Europe where thousands of representatives of governments, civil society organizations and educational systems were present.

Some of the presentations by PERL partners about PERL and Consumer Citizenship

- Consumer International Multi-stakeholder Roundtable on Ethical Trade Fact-finding Process, October 2009, The Hague, Holland,
- Global Survey on Sustainable Lifestyles Seminar, October 2009, Paris, France
- 3rd International Conference on Green Purchasing, October 2009, Suwon, Korea
- Education and Climate Change conference, November, 2009, Berlin, Germany
- Peoples' Climate Forum, December 2009, Copenhagen, Denmark
- Nordic Conference on Teaching Consumer Competences, February 2010, Oslo, Norway
- COBEREN Network meeting, June 2010, Annecy, France
- IFHE Leadership Meeting, February 2010, Munich, Germany
- German–Japanese Consumer Forum, March 2010, Tokyo, Japan
- DOLCETA, Brussels, Belgium, May 2010
- Japanese Academy of Consumer Education, October 2010, Yokohama, Japan
- Russia; Nov. 2010: ERSCP-EMSU 2010 Conference on Sustainable Lifestyles for Sustainable Development
- JFBA (Japanese Lawyers association) Consumer Education Section, October 2010, Yokohama, Japan
- Council for Better Corporate Citizenship, October 2010 Tokyo, Japan
- At the Commission on Sustainable Development-18, May 2010, New York, USA: CSD partnership presentation; Side event: “Enabling sustainable lifestyles and ESC”; side event: “Rethinking Prosperity”
- Nordic Educational Researchers Association, 38th Conference 11-13 March 2010, Malmö, Sweden
- Norwegian national conference for school principals 24-25 June 2010, University of Oslo, Norway
- EBEN Research Conference, From Theory to Practice—How does business ethics matter? Tampere, Finland, 2010 “Consumer Citizenship and the Right to be heard”
- Consumers International, 2010, London, U.K.
- ERSCP-EMSU 2010 Conference; October 2010 Delft, Holland; Presentation on Learning for sustainable consumption at the workplace; Presentation on Empowering social entrepreneurs—responsible employees as a source of authentic sustainable innovation and a presentation on: The role of moral leadership in paradigm shifts towards sustainability: some theoretical and normative explorations
- Conference on Sustainable Lifestyles for Sustainable Development, St. Petersburg, Russia, November 2010.
- University of Brighton, England; Dec. 2010, Conference on “Making the invisible visible: An emerging community of practice in indicators, sustainability and values”
- Making the invisible visible: An Emerging community of practice in indicators, sustainability and values. University of Brighton, December 2010
- Consumer Summit, DG Health and Consumer Policy, Brussels, Belgium, 11-12 April 2011
- SWEDESD, University of Gotland, Sweden, “New Ways of Living in a Changing World” Nov. 2011
- In UNEP’s report on the Marrakech process ‘Paving the way for Sustainable Consumption and Production’ distributed at the UN CSD meeting May 2011
- Bonn, Germany; U.N.-NGO-DPI conference, September 2011”SCP and Green Economy”
- Stockholm, Sweden; +40 conference; April 2012
- Brussels, Belgium; Seminar on “Mainstreaming Sustainable Consumption”; September 2011:
- Rio de Janeiro, Brazil; June: Rio+20, U.N. Conference on Sustainable Development
- IFHE World Congress in Australia July 2012

In addition to seminars/workshops/courses and presentations, the PERL partnership has produced numerous articles, information booklets and been written about in journals, newspapers and interviewed for radio and online presentations. A few examples of these media-related activities are:

- Innovation Brief on Education for Sustainable Consumption distributed at the UN CSD meeting May 2010
- Arbeitslehre Forum, Technical University of Berlin, article including Consumer Citizenship
- Article in the Journal of Consumer Policy (2010) 33:291–292; Promoting Consumer Education—Trends, Policies and Good Practices
- RCE-SNS Newsletter; January 2012
- Turkish journal, “EGITIM”, May 2012
- 5th and 6th Marrakech Process Newsletter
- Over 2200 copies of PERL's booklets ‘Learning to Live Together’ and ‘Learning to Transform oneself and society’, outlining examples of policies and practices from around the world on implementing education for sustainable living, and other PERL learning materials were taken at UN CSD meetings 2010-2012 by participants.

An index of available resource material in the PERL library has been made. The PERL website highlights new resource material available from many sources and when possible provides links to these. *Images and Objects* toolkit has been distributed to 6000 teachers in Norway. PERL materials have been distributed at all conferences, seminars and meetings and to all PERL partner institutions, their libraries and interested associates. Links to PERL resources are available on the websites of UNESCO, UNEP, Consumers International and many of the PERL partner websites.

M. Translations of PERL publications

Due to the great demand for PERL materials, PERL partners have, in addition to the project plans for translations, made numerous additional translations.

The original *Images and Objects Toolkit* has been translated into Portuguese, French, Norwegian and Slovenian with Latvia and Iceland working towards this goal. The second toolkit “Personal Consumption and Climate Change has been translated into Spanish, Portuguese, Greek and Norwegian. The third toolkit “Financial Literacy” has been translated into Norwegian. The recommendations and core curriculum: *Here and Now: Education for Sustainable Consumption* has been completed in Spanish, French, Chinese, German and Greek. Partial translations of the document are also available in Korean and Japanese. LOLA toolkit has been translated into German, French, Greek and Japanese. The two teacher training modules: “Global Awareness Education” and “Consumption and Environmental Education” have been translated into Portuguese. *Our Life, Our World* has been translated into Estonian and used in courses.

N. Consultants’ Network



The PERL Consultants' Network is an active part of the PERL partnership. Most importantly, the consultants' network has contributed to the discourse on education for sustainable consumption and helped to test and distribute PERL products. They have carried out extensive, interdisciplinary action-based research on themes related to sustainable living. The research has been presented at the PERL conferences and published in the conference proceedings. The consultants' network met in Holland in September 2010 where they, among other things, reviewed the draft chapters of the Framework 7 Research Project: ComEnvir book on water usage. At the meeting which was co-sponsored by the Dutch Learning for Sustainable Development Organization, thematic discussions were held and further strategies for education and research about responsible, sustainable consumption were developed.

Some of the Consultants' Network members have been involved in carrying out peer review of the abstracts of research papers received for PERL conferences as well as assisted in reviewing student essay and student film competition submissions. Members of the PERL Consultants Network have also participated in collecting data for the Global Survey on Sustainable Lifestyles coordinated by UNEP. Some of the members of the PERL consultants' network have incorporated aspects of education for responsible living into the courses they normally teach as well as holding seminars and presentations specifically on this theme.

O. Regional Networks and related projects

PERL has brought together partners from Latin America, the Asia-Pacific and Africa to establish regional PERL Networks. These partners met at the first PERL working meeting in Rome, January 2010 and coordinated the first meetings of the regional networks which examined the needs of the regions and their strategies and goals as a Regional Networks.



They have also been represented at the PERL conferences. For more information about the Regional PERL Networks see section 7 in this report.

P. International conferences

Continuing the tradition of the Consumer Citizenship Network, PERL prepared an international conference entitled "Enabling Responsible Living" held at Maltepe University in Turkey March 14 – 15, 2011. Responsible living is the individual's contribution to sustainable development. It is dependent on a balance at all levels between individual freedom and

obligations. To be able to make responsible choices, social systems and infrastructures need to be in place. Individuals must have relevant knowledge and the will to contribute to change, as well as the support and cooperation of those around them. The conference focused on the role of partnerships in enabling responsible living and the contributions of research and education to promote relevant knowledge and stimulate the will to live responsibly.



Research contributions were related to one or more of the following questions:

Partnerships for responsible living

What is an adequate understanding of responsible ways of living?
 What are conditions for successful partnerships for responsible living?

What can we learn from traditional partnerships and cultural heritage?

What are the characteristics and differences of partnerships in different fields of needs (e.g. nutrition, housing, clothing, tourism)? on different levels (global, international, national, regional, local)? with different actors (business, government, NGOs)?

What are specific challenges and opportunities of partnerships between the educational sector and the business sector?

How can the success of partnerships for responsible living be evaluated?



Research and education for responsible living

How can research on social innovation contribute to responsible living?

What is a “green economy” and how can it support responsible living?

How can education for responsible living profit from learning which brings “reality” into the classroom?

What are the potentials and limits of ICT and social media tools to organize partnerships, and promote responsible living?

How can teacher training foster the ability to build relationships necessary for responsible living?



140 people from 33 countries participated at the conference. John Dalli, EU Commissioner for Health and Consumer Policy and State Secretary Kirsti Bergstø from the Norwegian Ministry of Children, Equality and Social Inclusion addressed the conference. More than 60 research presentations were made in parallel sessions. The conference proceedings are available online and the best papers from the conference have been published by Springer Publishing of Germany.



The PERL student essay contests had participants from many countries in Europe. The 2011 contest was won Danesh Khan and the winner of the 2012 contest of was from Oviya Govinda.



The second international conference PERL organised was held at the Technical University of Berlin, Germany March 19-20 2012. Entitled “Beyond Consumption: Pathways to responsible living”. Over 200 people from 50 countries participated at the conference. Tim Jackson of the University of Surrey and internationally known for his work on sustainable lifestyles, addressed the conference. More than 100 abstracts were received for presentations at the conference. The conference addressed

the question of how we can find ways towards need satisfaction beyond excessive,

unsustainable consumption of goods and services. “Beyond consumption” does not mean “without consumption” but addresses ways of need satisfaction with different more responsible consumption (particularly in richer populations). The conference focused on the following issues:

Foundations of Responsible Living

- What makes consumerism attractive and harmful for societies and consumers themselves? What makes consuming less and/or differently attractive and challenging?
- What are specific challenges and opportunities to overcome the dominating consumer culture in different areas (housing, food, mobility, clothing)?
- What can history and cultural heritage each us about life quality and sustainability?

Institutions and Structures for Responsible Living

- What changes in social structures and processes (e.g. in business, governments and NGOs) are needed to enable different consumption?
- What role can information technology and social media play in this transformation?
- What should be the contribution of Rio+20 to enabling this shift?

Education and Learning for Responsible Living

- How can education deal with the controversial aspects of moving beyond consumption?
- What skills do teachers need to empower tomorrow’s consumers with to look beyond consumption?
- How should the success of education for responsible living be evaluated?



Q. Evaluation

The PERL partners have responded to written evaluations after each meeting. These indicate satisfaction with the management and progress of the Network. A general survey was made in the fall of 2009 enquiring about interest in specific themes and activities. The Steering group has monitored the work of the Network and some adjustments in schedules and processes have been made. One of the consequences of the evaluations during this period of the project was that many of the Work Groups needed to meet with other Work Groups. This resulted in the decision to hold the various Work Group meetings together at one time and place to provide the opportunity for more synergy. The PERL think tank contributed to the monitoring process both by providing an opportunity for PERL workgroup leaders and steering group to consult and by receiving the observations and suggestions of three external experts attended the two day meeting. PERL’s external evaluators attended the PERL Steering group meetings, work group meetings and conferences in March. A collective evaluation report has been completed to present the statistics compiled on the basis of responses collected throughout the project period.

R. Collaboration with other projects

PERL has collaborated with several European projects. These include among others: the DG Research Framework 7 project: ComEnvir; the Erasmus structural network: COBEREN; Erasmus Academic Network: CiCe; the DG Health and Consumer Protection project: Dolceta and the DG Innovation project: SPREAD. In addition to these, PERL has had cooperation

with the Dutch Learning for Sustainability Directorate, with SERFAC (India), IGES (Japan), E-cons Network (Spain), the Life Link project, and the Global Classrooms Water Access Project (Norway). PERL representatives have participated in the DESD Regional Centers of Expertise international conferences and contributed to RCE's in their regions. Other projects PERL has collaborated with are: Nordplus LEAF project which was carried out in the Nordic-Baltic region on education for sustainable development in cooperation with the Forest Extension Institute and the Foundation for Environmental Education (FEE), One Earth, the Global Research Forum and the Women's Major group at the UN.

4. Partnerships

The PERL Erasmus Academic Network partners (per 1.09.10) are:

Name of Organisation	Country
Hedmark University College	NO
Catholic University College for Education Graz	AT
KATHO, University College	BE
Strategic Design Scenarios	BE
Europartners 2000 Foundation	BG
University of Food Technologies	BG
Plovdiv University "Paisii Hilendarski"	BG
Sofia University "St. Kliment Ohridski"	BG
Technical University of Varna	BG
University of Economics - Varna	BG
Cyprus Consumer Association	CY
SOS - Customers Protection Association	CZ
Generation Europe	CZ
Technical University of Ostrava	CZ
Tomas Bata University in Zlin	CZ
Technical University of Berlin	DE
Federation of German Consumers Organisations	DE
Universität Kassel	DE
University College Copenhagen,UCC	DK
Danish School of Education University of Aarhus	DK
Suhr's Metropolitan University College (Metropolitan University College)	DK
Consumer Protection Board	EE
Consumer Institute of Castilla-La Mancha	ES
Consumer Agency of Finland	FI
University of Helsinki	FI
French Institute for Consumer Affairs	FR
United Nations Educational, Scientific and Cultural Organization	FR
United Nations Environment Programme, Div Technology Industry	FR
Consumers International	GB
Liverpool John Moores University	GB

Harokopio University	GR
Óbuda University	HU
CDVEC Curriculum Development Unit	IE
School of Business and Humanities, Institute of Technology, Carlow	IE
Milan Polytechnical University	IT
Social and Economic Research institute	IT
Technical Regional Research Center on European Consumption	IT
Vilnius Pedagogical University	LT
Latvia University of Agriculture	LV
Riga Technical University	LV
Rezekne Higher Education Institution	LV
Latvian Association of Language Teachers	LV
Latvian University	LV
University of Malta	MT
KPC Group s'Hertogenbosch	NL
Free Consumers Association	NL
Academy of Humanities and Economics in Lodz	PL
Rzeszow University	PL
University of Finance and Management in Bialystok	PL
EVORACONTA – Consultants in Management, Inc.	PT
Lisbon Higher School of Education	PT
Politechnical Institute of Beja	PT
Setúbal's College of Education	PT
The Portugese Open University in Porto	PT
The Portugese Open University in Lisbon	PT
University of Algarve	PT
Consumer Directorate General	PT
Romanian Association for Consumer Protection	RO
University of Uppsala	SE
Slovenian Consumers Association	SI
LUTRA Institute for Conservation of Natural Heritage	SI

University of Economics in Bratislava	SK
Association of Consumer Organizations in Slovakia	SK
Association of Slovak Consumers	SK
Maltepe University	TR
Kadir Has University	TR
Consumers Association of Iceland	IS
Society for Life-skill Teachers	IS
The Ideas Bank	NO
SIFO Public Research Centres	
Fram til 31.07.11 Oslo University College. Fra 1.8.11 Oslo and Akershus University College	NO
Lancaster University College	GB
ENSCI Les Ateliers	FR
International Environment Forum	FI
University of Tallinn	EE
St. Angela's College	IE
The Northern Alliance for Sustainability (ANPED)	BE
D.Manuel I Secondary School	PT
EGEA, Zavod za naravo,	SL
Instituto Superior de Ciencias Sociais e Politicas, UTL	PT
MAG, Estudios de Consumo	ES
La 27e Region	FR
Faculdade de Ciencias da Universidad do Porto	PT
UNEP/Wuppertal Institute Collaborating Centre on Sustainable Consumption and Production. (CSCP)	DE
Malmo Hogskola	SE
Agrupamento no 1 de Beja	PT

Several of the partners are organizations, such as Consumers International and ANPED, which are themselves networks of many organizations.

In addition to these partners, PERL consists of associated partners and projects from many countries outside of Europe. These partners have actively contributed to the development of Education and Research in other parts of the globe. The Swedish Marrakech Task Force on Sustainable Lifestyles, which has supported numerous projects from 2006-2009, has given PERL the opportunity to further support and assist these projects.



5. Plans for the Future

The PERL partners will continue working together as an Erasmus Academic Network for the period of 2012-2015. The partnership will focus on Europe but also continue its international outreach in close collaboration with UNESCO and UNEP and other international organizations. The core work plan this period was created after extensive consultation online amongst the PERL partners and consists, in brief, for the European activities, of the following points.

PERL2 seeks to

- ❖ develop the transfer of knowledge to provide adequate, relevant information;
- ❖ strengthen individual awareness and the ability to deal critically with information;
- ❖ stimulate learning processes and build capacity amongst teachers;
- ❖ contribute to public and scientific discourse on responsible living;
- ❖ develop new skills and to cultivate multi-stakeholder alliances which promote active involvement

PERL2 will

- try to bridge the knowledge/action gap, by using values-based indicators in schools;
- stimulate informed choice by extending use of its student essay-, video- and photo contests in teaching;
- draw on its partners' experience to map changes in attitudes and behavior and facilitate curriculum development;
- adapt and distribute its active learning toolkits; create additional ones; test methods such as "backcasting" in schools; involve youth in discussions about social responsibility; and spread information via the social media;
- report on innovative initiatives; hold and participate in research conferences and in Rio2012 Summit follow-up activities;
- help establish an international center for education and research about responsible living;
- cooperate with relevant projects and further develop PERL regional networks;
- contribute to the U.N. Decade for Education for Sustainable Development.

The following is an overview of activities planned for the PERL2 project period 2012-2015

Strengthening individual awareness

Bridging the knowledge/action gap

- 1a. Value-based indicators for sustainable living toolkit for teachers
- 1b. Training of teachers in use of toolkit
- 1c. Translation of toolkit into Spanish
- 1d. Testing of toolkit in 2 schools in different parts of Europe
- 1e. Report on results of pilot tests

Stimulating informed choice

- 2a. Student essay contests
- 2b. Student video competitions
- 2c. Student photo contest
- 2d. Guidelines for use of student essays and videos in teaching

Mapping changes in attitudes and behavior

- 3a. Identification of research parameters, data collection, analysis

Learning processes and new skills

Curriculum development

- 4a. Curriculum review in two European countries
- 4b. National roundtable consultation
- 4c. Reports about the curriculum development process

New skills for sustainable living

- 5a. Workshop for identifying skills for future sustainable societies

Building capacity in teacher training

- 6a. Creation of two new active learning toolkits
- 6b. Adaptation and distribution of active learning materials
- 6c. Training a PERL teacher training team
- 6d. Evaluation of pilot projects and adaptations

Encouraging constructive stakeholder involvement of youth

- 7a. Hold a Youth Roundtable about constructive stakeholder involvement by youth
- 7b. Encourage social responsibility through the use of social media

Sharing insights

Focusing on positive, innovative initiatives

- 8a. Booklet of best practices of education for responsible living as well as policy and curriculum suggestions

Consultants Network

- 9a. PERL collective workgroup meeting: "The Future we want"
- 9b. PERL collective workgroup meeting: "The Future we are creating"

Contributing to the public and scientific discourse

- 10a. PERL seminar on education about sustainable living and resource efficiency
- 10b. Learning for Change workshops/Future workshops
- 10c. PERL international conference
- 10d. Publication Promoting responsible Living vol. 2

Cultivating partnerships

Following-up after the Rio2012 Earth Summit

- 11a. Participation in European follow-up events related to responsible living

Establishing an international center for education and research about responsible living

- 12a. Help establish Centre's routines, acquire seed funding, hire staff, spread information, launch

Cooperating with relevant projects and partnerships

- 13a. Consult and cooperate with relevant projects, organizations and partnerships

Project Management

Administration and monitoring

- 14a. Updating the PERL website
- 14b. PERL Newsletters
- 14c. PERL steering Group meetings

Developing education and research about responsible living outside of Europe

- 15a. Consultations with PERL regional network coordinators
- 15b. Regional seminars

6. Contribution to EU policies

PERL's programmes concentrate on modernising education—particularly in Europe. It contributes to the transfer of knowledge between European institutions and the development of harmonized modules for higher education and easily adaptable educational tools for primary and secondary levels education. In line with the aspirations of Europe 2020 and Bologna 2, PERL's activities assist students in developing life skills which are needed for carrying out entrepreneurial initiatives as well as for functioning as active, engaged European citizens. The European experience dealing with education and research for responsible, sustainable living, as reflected by PERL's endeavours, has been recognized outside of Europe as a constructive example to be learned from and adapted. PERL's support of activities strengthening social innovation on the community level has attracted attention from authorities and groups around the globe.

Supporting Education for Sustainable Consumption

The European Union has been an outspoken advocate of research and education for sustainable development. PERL's work is directly in line with the EU Strategy for Sustainable Development and particularly its Action Plan 2020. At the UN Commission on Sustainable Development, May 2010, in New York The Italian government in their Statement on May 7th 2010 referred to PERL's work and particularly to the document "Here and Now: Education for Sustainable Consumption" at the United Nations CSD session. On May 13, 2010 UNEP's Executive Director made a statement to the delegates at the ministerial dialogue at the UN CSD about PERL. The Swedish government published: Trends in Sustainable Development – Towards Sustainable Consumption and Production: where the work of PERL for furthering education and research for sustainable lifestyles is showcased. The International Marrakech Process Secretariat (UNEP and UNDESA) with input from the Advisory Committee also mention PERL's work in their document on "Paving the way to Sustainable Consumption and Production."

Financial Literacy, Consumer Protection, Sustainable Development

PERL has assisted several EU Directorates in their planning and implementing work concerning policies related to financial Literacy, consumer education, and sustainable development.



7. PERL International Outreach

The U.N. Conference on Sustainable Development (Rio+20) and the U.N. General Assembly September 2012 have confirmed the urgent need to eradicate poverty and accelerate the shift towards sustainable consumption and production patterns. PERL has participated actively in the international processes and debates on sustainable development and well-being. PERL is a member of the official U.N. CSD Partnerships and is also a co-sponsor of the Global Research Forum.

Enabling sustainable lifestyles projects

With the help of the Swedish Ministry of Environment, PERL has supported projects in countries in Africa, Latin America and Asia which have focused on sustainable lifestyles. In the autumn of 2009 three projects were carried out. One was a set of Sustainable Lifestyles Skills Course. The training targeted high school leavers, women and pre-University youth. Lecturers were drawn from local District authorities, departments of Health, Environmental, Agriculture, Home Economics and Gender. The teaching module was developed by Professors and Lecturers from public Universities and selected NGOs. The course was held in Matungu, Kenya and coordinated by the Youth Education Network of Kenya.

The second project was the creation of a Latin American network of organizations which established and contributed to the Virtual Schools for Sustainable Consumption. Coordinated by the Latin American office of Consumers International and the Colectivo Ecologista Jalisco the Virtual Schools are the online educational tool for this initiative. The project group met in Guadalajara, Mexico in November 2009.



The third project was the development of the Chinese DESIS website which displays cases of social innovation for sustainable living. DESIS-China aims to actively support design initiatives and projects in the field of design for social innovation and sustainability in China. That is, in the fields of the ecological reconversion of production and consumption systems, the social construction of services, and the balanced, distributed development of local areas. Specific initiatives and projects in these fields can be, for example: local sustainable development programs; services for elderly people and for social cohesion; collaborative networks based on digital services and platforms, etc.

Case studies about Education for Sustainable Consumption

PERL has compiled several case studies from countries around the world about education and research about sustainable consumption. These were presented at the UN Commission on Sustainable Consumption and are accessible on the PERL website. The cases were compiled by PERL's associate partners in Mexico, Japan and Mauritius. They examine education for sustainable consumption from the perspective of policy development, curriculum reform and learning methodology. Research analysis on the progress of ESC in

Europe, Mexico, Japan, China and Mauritius has been carried out by PERL partners. These case studies analyze both the policy frameworks and the practical application of education for sustainable consumption in these countries. They are available on the PERL website (www.perlprojects.org).

Regional Networks

The first PERL regional Networks meetings held in Buenos Aires, Argentina 30 June - 1 July 2010; Jakarta, Indonesia 24-25 June 2010 and Mbabane, Swaziland 24-26 November 2010 and were coordinated by Mee Young Choi, Luis Flores Mimica and Irma Allen. At the meetings strategy and development plans were produced and collaboration initiated. A second meeting for the Latin American Network was held in Mexico, Jan. 2011 where 5 national workshops brought together government and civil society stakeholders. A second meeting of the African PERL regional network was held in Dar es Salaam in February 2012.



Social Innovation case studies

With the help of UNEP, PERL partners have compiled several case studies on social innovation from areas outside of Europe. One study took place in Wuxi, China. This case study focused on case collection and analysis of grassroots social innovations by investigating the emerging initiatives of Chinese urban sustainable lifestyles with particular attention to information and communication technologies and mobile communication technologies. A second case study was made in Ciudad Bolívar in Bogota, Columbia. This project aimed at helping make the community socially present through the construction of a film festival which highlighted innovations for sustainable lifestyles. The goals of the project were to democratize the audiovisual culture in Colombia, and to promote a sense of community by developing strategies that allow for the consolidation of the festival at the local level. A third case study took place



in New York's Lower East Side and concentrated on the idea of *amplification* to promote participation among the local stakeholders. It uses mapping tools to identify resources, show cases studies to create inspiration; developed guerrilla ethnographic video documentaries to give voice to specific demands of the community and design scenarios to activate dialogues about the future. In the projects scenarios have been used to stimulate a conversation about the future of a particular solution or system.

Institutional Strengthening of Education for Sustainable Consumption

The project "Institutional Strengthening of Education for Sustainable Consumption (ESC)" supports the mainstreaming of ESC and lifestyles in formal education curricula as well as in informal education at the national and local levels in Chile, Indonesia and Tanzania. Local implementing partners are responsible for the implementation of the project in all three countries under the overall supervision of UNEP and in close cooperation with the Partnership for Education and Research about Responsible Living (PERL). The local implementing partners are: Consumers International Regional Office for Latin America and the Caribbean (CI-ROLAC) for Chile (Luis Flores Mimica), Yayasan Pembangunan Berkelanjutan (YPB)/ Foundation for Sustainable Development for Indonesia and the National Environment Management Council (NEMC) for Tanzania. The project includes carrying out a review of existing policies related to ESC, holding national roundtables and creating a set of national recommendations for implementation of ESC in each country's educational system. These activities have been completed and Tanzania and Indonesia will also be carrying out pilot testing initiatives.

African adaptation of YouthXchange

The PERL African Regional Network, under the leadership of the International Foundation of Interdisciplinary Health Promotion, is assisting UNEP and UNESCO in preparing a new YouthXchange toolkit of case studies and guidelines specifically oriented to teachers and learners in Africa.



The PERL Associated partners (per 1.09.10) are:

Name of Organisation	Country
Mount Saint Vincent University	CA
Universidad del Bosque	CO
Principles in Action	HR
Consumer Education Society	IN
Youth Education Network	KE
Lilongwe Teacher Training College	MW
Ongwedya College of Education	NA
Social Development Support Agency	UA
The New Earth	USA
Strategic CSR Futures Ltd	LK
College of Human Life and Environment, Kinjo Gaukuin University	JP
Musashi Institute of Technology, Faculty of Environment & Information studies	JP
Association NEEDED	BF
University of the Ryukyus	JP
Environment Canada	CA
American Council on Consumer Interests	USA
Universidad de Los Andes	CO
Hinterland Institute	NP
CUTS	KE
Universidad Nacional de Tres de Febrero	AR
Consumers International South America	CL

The PERL Regional Network partners (per 1.09.10) are:

Name of Organisation	Country
Asociacion Civil Red Ambiental	AR
Consumidores Argentinos	AR
Consumidores Argentinos	AR
Universidade Federal Rural Do	AR
Instituto Argentino para el Desarrollo Sustentable (IADS)	AR
IRAM	AR
College of Education Graz-Eggenberg	AT
Royal Melbourne Institute of Technology University (RMIT)	AU
Brazilian Institute for Consumer Defence	BR
Rural Federal University of Rio de Janiero (IDEC)	BR

University of Brunei Darussalam	BN
Responsible Citizenship Foundation	CL
UNESCO (oficina regional)	CL
Beijing Normal University, Environmental Education Center	CN
Tongji Institute of Environment for Sustainable Development	CN
UCI University	CR
UNESCO office, Jakarta	ID
University of Indonesia	ID
National Institute on Environmental Studies (NIES)	JP
Institute for Global Environmental Strategies (IGES)	JP
Consumer Watch	KE
Institute of Leadership and Common-Win Culture	KR
Yonsei University (student)	KR
Colectivo Ecologista Jalisco	MX
UNEP – PNUMA	PA
Peruvian Association of Consumers and Users – ASPEC	PE
Consumers International	ZA
Rhodes University	ZA
International Foundation for Interdisciplinary Health Promotion (IFIHP)	ZA
Swaziland Environment Authority	SZ
University of Swaziland, Department of Sociology	SZ
Swaziland Standards Authority	SZ
Floresta	TZ
ARSCP	TZ
Chulalongkorn University, Faculty of Education	TH
The Copperbelt University, school of Mathematics and Natural Sciences	ZM