



Partnership for  
Education and research about  
Responsible  
Living



# Enabling Responsible Living

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# Conference Papers



NORWEGIAN MINISTRY OF CHILDREN,  
EQUALITY AND SOCIAL INCLUSION



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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This paper documents findings from the integration of a cross curricular educational intervention to reorient Home Economics teacher education to address responsible living specifically ethical and ecological consumerism. The aim of the process was to increase awareness of responsible consumerism and to begin to empower pre-service teachers to assume responsibility for creating a sustainable future. The initiative was undertaken with year one of the Bachelor of Education (B.Ed.) Home Economics degree programme in St. Angela's College, Sligo, Ireland.

### **The Role of Home Economics in Supporting Education for Responsible Living**

Education for responsible living is fundamentally about values with respect at the core; respect for present and future generations, for diversity, for the planet and its resources. It is a dynamic but complex process that has the capacity to adapt and change in order to be applied locally. Such an attitude towards education endeavours to integrate a sense of responsibility, social justice, discovery and discourse in the midst of ethical and ecological challenges and dilemmas. Via Home Economics curricula participants can be enabled to reflect critically on their position in the world and to consider the wider issues related to sustainability.

The holistic and integrative approach of the discipline of Home Economics means it is ideally placed to contribute in promoting innovative processes and effective action in relation to responsible living. Home Economics is a multi disciplinary subject which focuses on the fundamental concerns of individuals and families at societal and global levels. Home Economics education has the capacity to develop critical and reflective thinking and to promote emancipatory action to enhance well-being, advocating for individuals, families and communities at all levels and sectors of society. The ability to draw from such disciplinary diversity is a strength of the Home Economics profession and subject allowing many opportunities for future oriented education for sustainable development. Home Economics has



a significant function in demonstrating the link between responsible caring consumption and the concept of citizenship.

Furthermore, Home Economics has an important role to play in stewarding the well being of future generations, by educating consumers who will seek development that satisfies the needs of both present and future generations. Home Economics can offer a holistic perspective on responsible living through an interdisciplinary and participatory approach promoting true critical reflection. In order to tackle current consumption patterns and to create and promote a healthy and sustainable world, Home Economics can contribute to the development of global citizens who will be both cognisant of the effect their actions have on the planet and capable of addressing such impact.

### **The Value of Reorienting Teacher Education**

Education is regarded as an important tool in making a contribution towards addressing wider societal issues. Quality education can be a key agent of change; initiating, promoting and achieving sustainable development. Teacher education, particularly, can fulfil the essential function of shaping the knowledge, skills and attitudes of future generations thus creating a more sustainable world. Education for sustainable development and consumption represents a dynamic concept that seeks to foster a process of learning which facilitates the establishment of a sustainable future. It is an approach to education which encourages participants to take on a role in addressing complex problems. In essence it is an analytical framework by which educators and participants can reflect on how each individual's actions can have a direct impact on quality of life for all.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO), through strategies and initiatives, have called for the reorientation of teacher education to address sustainability identifying teacher educators and teacher education institutions as significant agents of change. UNESCO's university education twinning and networking scheme



(UNITWIN), provides a platform for universities and research institutions to work with UNESCO to support national development efforts.<sup>1</sup> Educators, by incorporating a reoriented curriculum are enabled to address the core themes or goals of sustainability to be emphasised in their programmes.

Education for sustainable development and consumption has the capacity to bring sustainability and responsible living to the core of the decision making process, enabling the creation of a more sustainable future in terms of environmental integrity, economic viability and a fair society.<sup>2</sup> Teacher education is a vital ingredient in capacity building for a sustainable future which strives for enabling education to be a key agent for change and targeting action and change for the better.<sup>3</sup>

Reorienting teacher education should not merely involve curricular change but ensure that programmes, practices and policies of institutions of teacher education adapt to address sustainability in a reflective modelling process of supporting and reinforcing curricular change with meaningful institutional action<sup>4</sup>. The rethinking and revisiting education philosophies are of paramount importance to integrate a clearer focus on the development of knowledge, skills, perspectives and values related to sustainable consumption.<sup>5</sup> University teachers and researchers ought to actively and attentively assess knowledge and challenge assumptions,

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<sup>1</sup> Mc Keown, R. & Hopkins, C., (2007). International Network of Teacher Education Institutions: past, present and future. *Journal of Education for Teaching*, 33, 149-155.

<sup>2</sup> United Nations General Assembly, (2003). Resolution adopted by the General Assembly on United Nations Decade of Education for Sustainable Development A/RES/57/254. Available online at: <http://www.unesco.at/user/news/un-resolution.pdf> (Accessed on 05/09/06 )

<sup>3</sup> Economic Commission for Europe Committee on Environmental Policy (2004) Draft UNECE Strategy for Education for Sustainable Development CEP/AC.13/2004/8/Add.1. United Nations

<sup>4</sup> Hopkins, C., McKeown, R. & The International Network, (2005). Guidelines and recommendations for reorienting teacher education to address sustainability, education for sustainable development in action technical paper no. 2 (Paris, UNESCO). Available online at <http://unesdoc.unesco.org/images/0014/001433/143370E.pdf> (Accessed on 20/09/06 )

<sup>5</sup> Economic Commission for Europe Committee on Environmental Policy, (2005). UNECE Strategy for Education for Sustainable Development (adopted at the High-level meeting of Environment and Education Ministries Vilnius, March 2005) CEP/AC.13/2005/3/Rev.1. United Nations



philosophies and frameworks in order to engage in critical discourse of current accepted practice. This will further enable development of pedagogical processes that lead on from the core issues and require critical engagement by participants and a broader vision for the future.<sup>4</sup> Existing curricula may require review in terms of shifting objectives and context to include transdisciplinary concepts in relation to sustainability. It is imperative also that pre-service teachers are enabled to identify the relationship between the environment, society and the economy. This research was initiated due to the belief that true understanding can only be achieved through critical engagement with the interrelated impact of environmental, socio-political and economic factors and a commitment to make a positive difference.

It is desirable to refocus existing educational policies and curricula to include the concepts, skills motivation and commitment to address the issues of sustainable, responsible living. Individuals must be consciously ideologically aware and socially critical, developing the competencies to facilitate change and envision a new type of education that seeks to empower its participants to assume responsibility for the creation of a sustainable future. Participants must be challenged to evaluate alternative futures, to develop innovative skills leading to effective citizenship and learn how to negotiate alternative visions of development.

Through reoriented teacher education it is possible to prepare teachers who can create a learning environment integrating sustainable development issues. In order to encourage teachers to take responsibility for developing such an environment that facilitates participants' capacity to become global citizens it is important to engage in a process of education reform and innovation.

## **Methodology**

This research was undertaken on the Bachelor of Education, Home Economics degree programme in St. Angela's College, Sligo, Ireland. It was conducted with a single year student



cohort of B.Ed. 1 pre-service Home Economics teachers using quantitative and qualitative methodologies.

The aim of the research was to investigate pre-service teachers' knowledge, attitudes and behaviour towards ethical and ecological consumerism. This was facilitated by a cross curricular intervention focusing specifically on ecological and ethical consumer issues. The research seeks to build the capacity of participants to be agents of change towards sustainable lifestyles in their professional communities and future practice.

Initially, a systematic and detailed analysis took place of the current modules on the B.Ed, year one, programme. This involved an analysis of the potential for reorientation of the three core areas of Home Economics; Textile, Fashion and Design, Food and Family Resource Management in order to integrate key issues of responsible living and sustainable development. The methodologies, adapted curriculum and resources within each module engaged the learners in a process of learning with a sustainable and future oriented focus. Each area within Home Economics adapted pedagogical techniques that included and fostered higher order thinking and participatory learning.

A mixed method of data collection was employed. This involved the distribution of a pre intervention questionnaire to B.Ed 1 pre-service Home Economics teachers (n=52). Participants were asked to rate their awareness, attitudes and behavioural patterns in relation to ethical and ecological consumerism in response to a number of statements. This data was analysed using Statistical Package for Social Science (SPSS) version 15.0 and employed to support the development of a cross curricular educational intervention strategy. This innovative intervention, funded by the Ubuntu Network, Ireland,<sup>6</sup> was delivered to B.Ed 1 pre-service Home Economics teachers in the areas of Food, Textiles, Fashion and Design, and

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<sup>6</sup> Ubuntu Network, (2007). Ubuntu Network: Teacher Education for Sustainable Development, Submission to Inform the National Strategy for Sustainable Development. Available online at <http://www.ubuntu.ie/Submission%20for%20National%20Strategy%20on%20ESD.pdf> (Accessed 20/08/07)



Family Resource Management. The educational intervention involved a range of interdisciplinary and multidisciplinary activities and coursework with a focus on sustainable development issues. Through a highly experiential process participants were afforded the opportunity to consider their own values and attitudes towards ethical and ecological consumption. Post intervention, the initial questionnaire (n=48) was redistributed to ascertain any changes in awareness, attitudes and behavioural patterns. Through the use of creative intervention, critical skills of enquiry were incorporated allowing participants time to reflect on the place of consumerism in their lives and the imperatives for sustainable ecological consumption and production.

## **Results and Discussion**

The results outlined here confirm the positive effect reorienting B.Ed 1 Home Economics core curriculum had on pre-service teachers' awareness, attitudes and behaviour in relation to ethical and ecological consumerism. Pre intervention 52 participants responded (n=52) while post intervention there were 48 (n=48) respondents.

### **Ecological Consumerism**

A significant number of participants (86%, n=45), pre intervention, were aware of the concept of sustainability. Participants defined sustainability as:

- "ensuring that resources aren't wasted and evaluating the effect of actions in the environment with a mind to future generations" (S9).
- "we need to replace what we use and not overuse any of our resources" (S50).
- "to last or sustain – aiming to make things last for as long as possible" (S3).
- "it means to use a resource wisely so that we will have it in the future" (S16).
- "it means protecting resources that we have now for future generations, using them in a way that benefits future generations" (S24).



However, 100% (n=48) of participants, post intervention, further explained the term sustainability as:

- “using resources well so that future generations can avail of the earth’s resources” (S15)
- “sustainability involves re-using, where possible, of resources and not using resources where unnecessary” (S26)
- “sustainability is to do with preserving, protecting the environment and using resources correctly” (S37)
- “conserving the environment for future generations” (S48)

Over 44% (n=23) of participants pre intervention stated that consumers being aware of their ecological footprint was “very important”. Pre Intervention 61% (n=32) of participants were aware of the term ecological footprint and defined it as:

- “the amount of carbon emissions each person uses. If we don’t really care our ‘carbon footprint’ would be very high and worse for the environment than what it would be for if we did care” (S4).
- “this is the impact that everyone makes on the environment” (S14).
- “how your actions through your use and disposal of goods impacts on the environment” (S45).
- Post intervention there was a statistically significant increase in awareness of the concept of ecological footprint ( $p < 0.03$ ) (Wilcoxon Signed Rank Test) with 90% (n=43) aware of the concept. Participants explained ecological footprint as:
  - “this refers to the effect that our lifestyle is having on the earth and the environment around us” (S7)
  - “what mark we as people leave on the earth” (S20)
  - “how our action affects the earth and impacts on the earth” (S8)
  - “the impact your lifestyle has on the environment” (S30)



“it is the measure of the human demand on the earth. The resources we use and our impact on the world around us – is measured as our ecological footprint” (S45)

Pre intervention 44% (n=23) never consider the eco footprint of a product when purchasing while post intervention 76% (n=37) acknowledged that they now consider the ecological footprint of a product they purchase.

In relation to locally grown food and organic food; pre intervention 37% (n=20) “often/always” purchase locally grown food; while 58% (n=31) “often/always” purchase organic food. Post intervention an increase was evident in the purchase of locally grown food and organic food. Results demonstrated that 50% (n=24) “often/always” purchase locally grown food while 74% (n=36) “often/always” purchase organic food.

There was a positive increase in attitude of participants towards ecological consumer issues post intervention. Sixty percent (60%, n=29) of participants stated it was “very important” that consumers choose unpackaged goods in comparison to 44% (n=23) pre intervention. Furthermore, 63% (n=30) of post intervention participants rated it as “very important” that consumers avoid buying products in plastic which is an increase on the 42% (n=22) pre intervention. Interestingly, there was a decrease from 60% (n=31) pre intervention to 40% (n=19) post intervention of “very important” when participants were asked to rate the importance of buying products made from recyclable materials. There was a significant increase in the importance participants attributed towards reading product labels with 75% (n=36) of post intervention participants stating that it was “very important” that consumers look at product labels in comparison to 58% (n=30) of pre intervention participants.

Pre intervention participants were familiar with ecologically friendly household products (86% (n=45)). Ecologically friendly household products listed included: “eco-friendly toilet paper, light bulbs” (S3); “toilet cleaners, washing powders, washing up liquid” (S7); “biodegradable washing powder, black refuse bins, recycled bags, writing pads, cardboard boxes” (S4). The



familiarity with ecologically friendly household products increased post intervention to 91% (n=44) with participants listing eco-friendly household products such as Ecover often. Additionally, products such as: washing powder, washing up liquid, cleaning agents, dishwasher tablets, hand wash, hair dye, shampoo, window cleaner etc. were also listed by the participants as having an eco-friendly product.

However, only 5% (n=3) were aware of ecologically sound textile items. With only two of the three participants listing ecologically sound textile item examples including: “cotton” (S15) and “textiles made using organic cotton” (S44). Of a notable increase was the participants awareness of ecologically sound textile items post intervention which increased to 29% (n=14).

Pre Intervention 32% (n=17) of participants were aware of companies / organisations involved in the promotion of sustainable living. Details listed by the participants included: “SEI” (S3, S9, S10, S15, S38, S44); “Green Party” (S30); “Unilever and Greenpeace” (S22). Notably, this increased to 58% (n=28) post intervention.

In relation to recycling there was an increase evident post intervention. Ninety four percent (94%, n=45) of participants recycle paper “always or often” post intervention in comparison to 88% (n=46) pre intervention. This positive increase in trends of recycling post intervention was also evident in participants responses about recycling bottles, cans and clothes with 100% (n=48) always/often recycling bottles; 96% (n=46) always/often recycling cans in comparison with pre intervention figures of 96% (n=50) and 92% (n=48) respectively. Additionally, post intervention 77% (n=37) of participants now always/often recycling clothing in comparison to 67% (n=35) pre intervention. Interestingly, there was no increase in the reported level of composting among participants with 52% (n=25) always/often composting their waste food in comparison to 46% (n=25) pre intervention.



## **Ethical Consumerism**

Pre intervention there was limited awareness (38%, n=20) among participants of the concept of ethical consumerism. Those participants that were familiar with the concept explained it as “purchasing goods which have been produced/transported, sold in an ethical manner i.e. good practices in relation to staff, raw materials, environment, human rights, legislation etc.” (S9).

“what is morally right and wrong regarding being a consumer” (S30).

“being aware of the consequences of your actions as consumers and how they affect others” (S44).

Significant differences were found between pre and post data when participants were asked ‘are you aware of the concept of ethical consumerism’,  $p < 0.01$  (Wilcoxon Signed Rank Test) with 79% (n=38) of participants now aware of the concept. Post intervention participants explained this concept as:

“buying goods which have been produced in a way that treats its employees and the environment well” (S5)

“thinking wider than just yourself as a consumer, thinking about environment, people who produce, treatment of various stakeholders” (S20)

“when buying products consider its effects on others and the environment” (S11)

“buying or using goods or services which are ethically sound. Fair production of goods made or produced in the proper way” (S38)

“made with minimal harm to or exploitation of humans, animals or the environment around us” (S45)

Pre intervention, 39% (n=20) of participants highlighted as “very important” that companies provide information in relation to business ethics. Post intervention there was a positive increase evident when 52% (n=25) of the participants rated it as “very important” that companies provide information in relation to business ethics; this compared to 39% (n=20) pre



intervention. When asked about the importance of whether consumers should be conscious of the ethical supply chain of products purchased 40% (n=19) post intervention rated this as “very important” in comparison to 31% (n=16) pre intervention. Although 42% (n=22) of participants stated that it was “very important” that consumers are conscious of producer’s labour standards; 21% (n=11) identified that cost was a “very important” factor when choosing ethically sound products.

There was an evidential increase in this attitude to producers labour standards, post intervention, with 52% (n=25) of participants rating it as “very important”. This is compared to 42% (n=22) pre intervention. In contrary to the findings of ecological consumerism results show that 22% (n=11) and 18% (n=9) pre intervention were not familiar with ethically sound food or textile items respectively. Ethically sound food items that participants were familiar with included: “free range chickens” (S6); “eggs” (S10, S14); “non-use of genetically modified food” (S46). Pre intervention ethically sound textile items that participants were familiar with included: “hemp” (S10); “Edan fairtrade clothing” (S43); “I know that companies such as Nike are not ethically sound” (S4). Responses were very limited and did not demonstrate a confidence among the participants in listing ethically sound textile products. Post intervention there was a significant increase in the awareness of ethically sound food and textile items with 54% (n=26) & 29% (n=14), respectively, now aware of items. Participants, post intervention, listed ethically sound food products as: “foods that have not exploited resources or people/employees” (S9); “products which have been produced without invasion of human rights such as child labour” (S15); “foods that come from a source who uses good products and pays workers fair wages and good working conditions” (S42). Awareness of ethically sound textile also increased post intervention with participants now outlining a comprehensive list such as: “cotton, silk, linen, hemp” (S12); “Edun, Fairtrade clothing, Oxfam” (S30); “products which have been produced without invasion of human rights such as



child labour e.g. Oasis collection” (S15); “cotton tops, shoes – canvas, jewellery, scarves” (S14).

Though 94% (n=49) of participants, pre intervention, were aware of Fairtrade products they did not establish a link between the concept of ethical consumerism and Fairtrade. Pre intervention 55% (n=29) of participants purchased Fairtrade products “often” but this increased to 76% (n=37) of participants post intervention. The list of Fairtrade products stated by the participants was very comprehensive and included: chocolate, coffee, tea, bananas, sugar, fruit, nuts, biscuits, rice cakes and cocoa.

## **Conclusion**

The results outlined in this paper confirm the positive effect reorienting B.Ed 1 Home Economics core curriculum had on pre-service teachers’ awareness, attitudes and behaviour in relation to responsible living specifically ethical and ecological consumerism. Through this experiential process participants were afforded the opportunity to consider their values and attitudes towards responsible living fostering higher order thinking and analysis of current practices. The methodologies, adapted curriculum and resources used in the intervention engaged the participants in a process of learning with a responsible, sustainable and future-orientated focus.

Emerging themes demonstrate the benefits of reorienting teacher education in order to have a positive influence on the future practice of teachers in relation to responsible living specifically ethical and ecological consumerism. The evidential increase in awareness of ecological and ethical issues translated into positive consumer behaviour patterns among participants. More participants now consider the ecological footprint of the products they buy and an increased number of participants purchase locally grown and organic food “often/always”. The promotion and integration of ethically sound food and textile items during the educational intervention improved awareness of such products and there was an evidential



increase in the subsequent purchasing of Fairtrade products. The exposure of both ecological and ethical consumer issues to the participants increased not only their awareness but also had a positive influence on the participant's behaviour. This correlates with Hobson<sup>7</sup> who observes that the exposure of the public to knowledge will trigger changes in consumer behaviour. Further research would need to be undertaken with this cohort longitudinally in order to evaluate the level of sustained future positive behaviours with regard to ethical and ecological consumerism.

The importance of reorienting programmes in higher education is apparent from this intervention and the implications for educational pedagogy have been considered by the wider organisation. Further to this research recent modules developed and delivered on the B.Ed Home Economics programme emphasise an increasingly holistic and interdisciplinary approach to the integration of the principles of responsible living. Such modules advance pre-service teacher's knowledge and skills as they engage in critical dialogue on philosophical, ecological and ethical issues in contemporary Home Economics.

This process has brought about greater awareness and engagement among the staff in the Home Economics Department of the current global challenges in teacher education. Considering dual issues of content and methodology is important in integrating education for responsible living in pre-service teacher education.

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<sup>7</sup>

<sup>7</sup> Hobson, K. (2002) "Competing Discourses of Sustainable Consumption: Does the 'Rationalisation of Lifestyles' Make Sense?" *Environmental Politics* 11(2):95-120.



## **IN ISLAMIC COUNTRIES IMAMS AND TEACHERS HAND IN HAND FOR SUSTAINABLE DEVELOPMENT AND RESPONSIBLE LIVING**

### **How Can Teacher Training Foster The Ability To Build Relationships Necessary For Responsible Living?**

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## **Awareness On Sustainable Development In Teacher Training Programs**

### **How Can Teacher Training Foster The Ability To Build Relationships Necessary For Responsible Living?**

#### **INTRODUCTION**

Since PERL defines responsible living as involvement of the readjustment of present priorities, redefining of human relationships, transformation of how societies deal with existing economic, social and ecological challenges, and intensification of the dialogue between science and society (PERL, 2009). We need to outlook for today's globalized world in which the priorities of nations show differences according to their social, economic, political needs.

Nowadays people are travelling more and sharing life with people from different cultures and beliefs compared with the past. Societies are in the process of transformation that makes possible dealing with the challenges of globalized world. Both governmental and nongovernmental organizations are working hand in hand so as to solve the problems encountered under the auspices of universities and research centers. But unfortunately all these things mentioned above are not true for all the nations on our earth.

Especially the nations who experienced colonization in their past, and those nations that are still far from democracy, justice and equality are in suffer. People in those nations have a violent anger against all Western values and they just blame those nations that colonized them in the past and those capitals that support the one-man regimes in those countries for their own political and economical interests. Especially young people in these vulnerable nations must be taken into consideration and to build a sustainable peace on our small planet these young people must be supported and their rage should be suppressed.

Global population rose to 6.9 billion in 2010, with nearly all of that growth in the world's developing countries and Islamic countries make up 22% of the world population. Huge



amount of these population unfortunately live in developing Islamic countries, and compared with other countries, average per capita income of the Islamic countries, except those whose welfare is based on the income of fossil fuel, is below the average.

As Lewis (2002:151) expressed “in the course of the twentieth century it became abundantly clear in the Middle East and indeed all over the lands of Islam that things had indeed gone badly wrong”. We know that developing Islamic countries suffer from large fiscal and trade deficits, the absence of a strong middle class and low foreign investment and human capital.

As of 2009, 1.66 billion people live in Islamic countries<sup>8</sup>. It is not possible to say that all these people share almost the same prosperity in their particular society. According to ISECO declaration made in Jeddah in 2002, compared with the Western societies major obstacles, restrictions of sustainable development in Islamic countries are poverty, debts, wars, armed conflicts, over population, deterioration of natural resources, absence of modern technologies and technical expertise and insufficiency of expertise.

As Mahatma Gandhi once said this world has enough to meet the “needs” of everybody, but not the “greeds” of everybody (Rogers, 2005:67). All the obstacles mentioned above can only be demolished through fostering the social solidarity, increasing the human capital and establishing equal sharing of income in the Islamic countries. To achieve these goals current governments ought to find new ways of enhancing cooperation and mutual understanding among the young members of those countries. Both local and national governments also ought to create new opportunities that will affect both western societies’ and Islamic countries’ young generations’ perception in a positive way so as to make possible living in peace and welfare on our planet.

## **A VIEW OF ISLAMIC COUNTRIES**

Today almost all in Islamic countries, fundamentalism is getting a huge platform especially among young people and it is creating disturbing concerns in the Western world.

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<sup>8</sup> CIA Fact Sheet



Fundamentalism in Islamic countries can be regarded as a movement that is against Western political and economic expansion in those countries. Those who are backing fundamentalist movements in Islamic countries have a strong desire to enlarge their social, political, economic rights and sharings within the community. If these wills are not fulfilled by the governments, peace in these countries will be shaken and its outcomes will effect first regional than global peace. In order to put fundamental movements in the land of Islam into a reasonable pattern especially young generations' education gets priority in order to build just and peaceful countries where Islamic and Western values make possible cooperation and collaboration for the benefit of lasting peace in the world.

### **SO WHAT IN THE 21ST CENTURY**

21st century will have more complex and sophisticated problems compared with previous century due to the impact of globalization. Globalization effects not only our local but our global life as well. People in this century face with social, cultural, economical, political and environmental issues that are waiting for feasible solutions for the sake of humanity. For this reason teacher training programs are in need of reorganizing themselves according to the changing needs of the 21st century.

Education in the 21st century highlights two crucial concepts, analytic thinking and interaction so as to solve complex and sophisticated problems of this century. That's why young generation no matter where they live is to be furnished with analytical skills as well as with communicative skills that make possible the establishment of mutual understandings and sharings beyond the national borders.

### **TEACHER'S ROLE**

Within this context, teachers must not be the ones who are dispensing information to their students. They must be the ones who are the orchestrator of learning and who are helping their



students to turn information to knowledge and knowledge into wisdom for the sake of humanity.

Recent technological developments, international relations among states, security issues and environmental problems urge a paradigm shift in our currently existing factory based education system. Today's students, tomorrow leaders will face with increasingly diverse, globalised and complex problems during their professional life.

Coming generations will need to communicate, function and create more acceptable and feasible solutions to problems for the sake of their citizens and the welfare of our world. They will scrutinize the issues personally, socially, economically and politically on local, national and global levels.

This new situation force a new learning environment and old type of factory based learning environment is losing its effectiveness and attraction and unfortunately just serving to educate young people for the sake of the nation itself without furnishing them with universal values and high social awareness. But increasing availability of ordinary people's mobility and the transfer of all type of knowledge, due to the internet and digitalized life, gained a momentum. This increasing momentum opens new horizons and opportunities for young generation.

Among these new horizons and opportunities "sustainable development" is one of the leading ones. As Roosa expresses sustainable development is generating significant attention throughout the world. Sustainability is an ideal that has evolved to become the buzzword for a new era (2008:1).

In this new era material wellbeing, improving standards of human rights and environmental protection highlights the term "sustainable development" which is the subject matter of all nations that have the dream of living in peace and welfare on our small blue planet.

The term "sustainable development" has been used for a long period of time but there is not a single universally accepted definition of the term. However, the Brundtland Commission used



it to connote a development strategy that “meets the needs of the present without compromising the ability of future generations to meet their own needs” (WCED,1987:43). And three key areas of sustainable development are presented as society, environment, and economy with culture as an underlying dimension by UNESCO (2005:5).

Within this context; Society refers to an understanding of social institution and their role in change and development, as well as the democratic and participatory systems which give opportunity for the expression of opinion, the selection of governments, the forging of consensus and the resolution of differences. Environment underlines an awareness of the resources and fragility of the physical environment and the affects on it of human activity and decisions, with a commitment to factoring environmental concerns into social and economic policy development; and Economy covers a sensitivity to the limits and potential of economic growth and their impact on society and on the environment, with a commitment to assess personal and societal levels of consumption out of concern for the environment and for social justice (UNESCO, 2005,:5).

As it is understood from the above mentioned three dimension, sustainable development is an elaborated and broad concept. It opens new doors of perception and entails new inspirations for progress and survival of the humankind. It enlarges the spectrum of human imagination and of responsible living. Barkin (2006:99) highlights that a sustainable development strategy must contribute to the forging of a new social pact, cemented in the recognition that the eradication of poverty and the democratic incorporation of the disenfranchised into a more diverse productive structure are essential. There is no doubt that it presupposes the welfare of a nation.

Welfare of a nation depends on the income of the citizens and peace at home. Without building peace at home it is not possible to increase the income and the living quality of the citizens and also hoping to yield long-term outcomes. Peace at home can only be maintained



through construsting a just income sharing, social awareness and social equity and justice among the members of a nation.

In the process of having a sustainable development and responsible living within the context of creating welfare, teachers have great responsibility through enhancing their students' awareness of social, economical and environmental issues both in national and global levels. In addition to this teachers are the outstanding part of a country's human resources.

Human resources of a nation refers to her human capital. Education is a kind of investment in human capital. The crucial part of this investment covers the teacher training because it is one of the pillars of education. It is in the interests of a nation to maximize the potential of every teacher.

As it is stated in the Report of the World Commision on Environment and Development "the world's teachers .... have a crucial role to play" in helping to bring about "the extensive social chnages" needed along the pathway towards a sustainable future (1987: xiv).

## **TEACHER TRAINING**

Teacher training and responsible living concepts are closely related to each other as they have crucial impacts on human capitals of the nations. Teacher training is of crucial importance because its outputs can not be seen in a very short period of time but can be seen throughout the years either by its negative or positive effects on society.

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 is as valuable as the quality of the doctors, engineers and advocates in these countries. There is no doubt that teachers can build and make real the transformation of a nation or they may cause to the corruption of a nation.

Teacher candidates who are furnished with social, economic and enviromental awareness as well as with their professional field of subject will undertake leading roles in their



community's developmental processes. They will make contributions to the general welfare and peace of our world through fostering the consciousness of their pupils on different issues related to society, environment, and economy. As Jansen (2003:235) highlighted "consciousness, knowledge and skills are essential human capacities in the process of sustainable development, education is one of the key factors in building these capacities".

Almost in all countries there are, historically and socially, leading figures who have endless impact on their citizens. From this perspective there is no doubt that clergy men and teachers are the two leading and influential figures almost in all communities. Especially in Western countries clergy men and teachers have a crucial role in the development of their community. While clergy men are preparing ordinary citizens for spiritual life, teachers are preparing citizens for real life furnishing them with necessary skills and knowledge that will be used in actual life. However, it is not possible to say the same thing especially for the developing Islamic countries.

Almost in all developing Islamic countries, when we compare the lives of clerygmen and teachers with their Western counterparts, we see a big difference. In Islamic countires clergy men live very closely with their community, they are always together with their community not only as their religious leader but also as their counsellor on every issue related to real life. Whereas, teachers, unfortunately, are more enclosed to their classrooms and restricted with their curriculum and live a little bit isolated from their society.

Teachers think themselves as the dispenser of knowledge to their students. They do not figure out their leading role in the society. They do not act as a counsellor, as a role model. They do not look like a candle lighting its surrounding. They prefer to live as isolated islands in their community and in their classrooms.

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, and as a role model within the



community where they live in 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.

## **CONCLUSION**

As a conclusion teacher training programs are of inevitable role and responsibility in the process of creating mutual understanding both for responsible living and social awareness on the issues related to the welfare and development of a nation. Especially the teachers ought to be furnished with skills and conscious that makes possible creating hopes and horizons for those who are living in the most vulnerable situations and who are in need of help and support in order to survive. Teacher candidates, either by the social projects developed by themselves or by the institutions that they are attending, ought to reach to the citizens who are expecting light for their vulnerable life. Teacher candidates should act like a candle lighting his or her surrounding working together with leading figures wherever they work and whatever limitations they have. To furnish teacher candidates with such skills and consciousness is the responsibility of the universities that have teacher training programs in their academic organizations.

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## 1.2. Social Innovation



## **COMPUS – COLLABORATIVE CAMPUS –**

### **Platform For Collaboration Towards Sustainable Aalto Campus**

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## INTRODUCTION

COMpus – Collaborative Campus concept aims to offer the students of Aalto University possibilities to get involved and collaborate with each other in order to solve sustainability issues which relate to their everyday student life. This concept was created on a sustainable design course module at Aalto University School of Art and Design in autumn 2010.

Aalto University is mainly situated in the cities of Helsinki and Espoo in Finland. It was founded in 2010 as a fusion of three different universities, which now make up the three main schools of Aalto: School of Art and Design, School of Economics and School of Science and Technology. The framework for the COMpus concept was established when specific problem areas were identified within the new Aalto University: Currently the quality of everyday student life is restrained by insufficient communication on problem issues and low participatory efforts to solve them. The student community is still strongly divided into the three schools, even within the student union. Also, the importance of improving sustainability is acknowledged in the university's official strategy, however, these efforts are not effectively communicated.

Manzini states that transition towards sustainability depends on profound changes, linked to an important amount of the current patterns in human activities. Sustainability, when seen as a social learning process, requires a vast variety of knowledge and capabilities, if positive changes are to appear. (Manzini, 2007a.) Whether the Aalto campus actually becomes more sustainable depends to a great degree on how the skills and knowledge, which can be found within the campus, are managed. COMpus is a concept which introduces possibilities for communication and interaction within the Aalto community and thus aims at involving students with various capabilities in the sustainable development of Aalto.

In this paper the very first version of the COMpus concept is presented. We start by describing the theoretical background for the COMpus project. Secondly, we present the main



stakeholders of the COmpus system platform, and describe briefly our analysis of their perspectives on the concept. In the final part we introduce the COmpus system platform itself.

## **ENHANCING SUSTAINABILITY THROUGH SOCIAL INNOVATION**

If the current unsustainable patterns are to change, social innovation is needed in order for new and more sustainable ways of living to occur. (Manzini, 2007a.) Social innovation can be described as “new ideas that work in meeting a social goal” (Mulgan, 2007). Social innovation is a complex process which aims at affecting those systems that have created the problem which is being solved (Westley & Antadze, 2009). The results of social innovation are usually new combinations of already existing ideas, which have earlier existed separately. If a new idea is to be useful it needs to spread and develop; this is done by cutting across different social boundaries. When a social innovation is implemented new relationships emerge, and the new relationships can lead to opportunities for further innovation. (Mulgan, 2007.)

According to Mulgan, social innovation can result in products, services or even new lifestyles, introducing novel ways of solving problems. The gap between the existing situation and the preferred one is often what triggers new ideas. Because new problems are currently addressed with old methods, societies’ capacities and abilities to solve their problems should be improved. (Mulgan, 2007.)

### **Creative Communities**

Groups of individuals, who are introducing new ways to deal with everyday problems, can be referred to as *creative communities*. These groups of creative individuals working together are introducing initiatives which are not bound to existing frameworks. They introduce radically different ways of dealing with practical problems in local contexts. The creative communities are, for example, sharing space and equipment where individual use is usually exercised and they organise participative services, where the services are usually delivered to passive users. Local resources are used in effective ways, without over consuming neither social nor



environmental ones. Promising cases introduced by creative groups of people are proving that it is possible to move towards more sustainable ways of living. (Manzini, 2007b.)

### **Collaboratively Produced Services**

According to Cipolla (2009), a service which requires intensive interpersonal cooperation can be defined as a *relational service*. The relational service requires interaction, while the solution or the outcome of the service is co-performed and the benefits are commonly shared.

Many social innovations can result in relational services (Cipolla 2009.)

The relational service can be seen as a service which improves quality of life and enables collaboration among different individuals, while it simultaneously supports the social learning process towards sustainability. These services can impact how things are produced and consumed, while also improving the social quality of a community, since the relational services propose lifestyles based on collaboration and sharing. In order to enhance the kind of qualities needed for a relational service to exist, enabling solutions should be created. (Cipolla & Manzini, 2009.)

### **New Notion Of Well-Being**

According to Manzini, enabling solutions represent alternatives to the traditional notion of well-being. Traditional solutions do not require any skills or efforts from the user, while the enabling solutions are designed to support the users to create their own solutions. Systems should be designed in order for the individuals to be able to use their personal skills and knowledge in an appropriate way. (Manzini, 2007a.) Another aspect of well-being is that of interpersonal relationships, which are required in co-produced services. Within social psychology, subjective well-being is related to a belief in interpersonal relationships (Meroni 2007).



## **Involving The Students Of Aalto**

Since social innovation has great potential of resulting in solutions supporting sustainability, the sustainable development within Aalto University would benefit if opportunities for collaborative projects among the students were supported. *COmpus* is designed in order for sustainable solutions to be shaped as initiatives by the students, forming their own creative communities and collaborating in order to achieve a common goal. The students benefit from getting involved, since their initiatives can create solutions to their own problems, while the projects can result in positive interpersonal relationships. *COmpus* can be seen as an enabling solution where relational services are likely to emerge. Aalto University as a whole would benefit from improving the possibilities given to students to participate in the development of a more sustainable campus, while the quality of student life would also improve.

## **STAKEHOLDER PERSPECTIVES**

The *COmpus* concept aims to increase participation of the students in the creation of social innovation within Aalto University. Thus, students are defined as the primary stakeholders and they can be divided into two groups: active students and moderators. Through Questionnaire 1 and Questionnaire 2 held on 24.–29.11.2010 and 6.–15.12.2010 respectively, direct data from students about the issues they would like to share, related to sustainable and responsible living in the campus, were collected, whereas interviews with representatives of various organisations, which are defined as secondary stakeholders, gave information on the overall existing situation, providing feedback for the future development of *COmpus*.

### **Primary Stakeholders (Active Students And Moderators)**

The questionnaires mentioned above gave information on the active students. Questionnaire 1 (n=22) was targeted to a relatively small group of students, i.e. students of the Creative Sustainability Master's Degree Programme. The first part of Questionnaire 1 consisted of open questions about sustainability and responsible living within Aalto University, as well as ideas



on how to improve campus life from the viewpoint of sustainability. The second part consisted of multiple selection and open questions about the students' relations with the existing organisations within the university and their level of participation in the events of these organisations. The questionnaire showed that most of the students thought that the social aspect of sustainability was more important than environmental, however, they also gave diverse responses about the issues related to the topic of sustainability in the campus covering all three aspects of sustainability (socio-cultural, environmental and economic). The issues generally highlighted by students were the lack of using English (a problem for the integration of international students), communication problem between the physically separated campuses of the university and the question of recycling. The results of the questionnaire also confirmed a participation and communication gap between students and the existing organisations in the university.

For Questionnaire 2 (n=105), open text responses of the students from Questionnaire 1 about the issues they would like to discuss were used to confirm that the same topics were as important in the whole university level, targeting all Aalto University students, this time as multiple selection questions. As in Questionnaire 1, the students showed that they wanted to draw attention to promoting sustainable lifestyles (41%), recycling (39%), better communication between campuses (39%) and integration of international and Finnish students (36.2%). However, they were not willing to share those ideas using the existing organisations.

Questionnaire 2 also showed that the sustainability strategies and plans of Aalto University were unknown to the students, implying that terms such as *ecocampus* should be emphasised more on student level as well. Furthermore, it was shown that the majority of the new students accepted the new university and identified themselves as Aalto University students, whereas the majority of senior students still had separate identities of their schools. Thus, it could be



seen that larger platforms (of any kind) that embrace all the students on equal grounds are needed to spread the idea of one community.

The second group of users (first group being the active student users) are moderators who are responsible for the administration of the platform, as well as communication between students and university administration. According to Tiina Laurila, the Director of the Creative Sustainability Master's Degree Programme at Aalto University (Personal communication, December 09, 2010), the *COmpus* concept has great potential in communicating sustainability, and in fact the moderation itself might be executed through a study course, with the support of advisor teachers.

### **Secondary Stakeholders (Existing Organisations Within The System)**

The *COmpus* concept also aims to increase the overall communication between students and the various existing organisations (secondary stakeholders) within Aalto University, thus interviews with representatives from some of those organisations provided direct feedback for the development of the concept. The representatives interviewed were Lasse Granroth from the Aalto Student Union and Anna Keune from Aalto Social Impact. Aalto University Student Union (AYY) was founded about a year ago and today it is obligatory for all the degree students on bachelor and master level to be members of the student union. Aalto Social Impact (ASI) is one of the many voluntary organisations at the university.

The participation gap between students and AYY, which the questionnaires revealed, is generally caused by lack of trust to the existing system (Granroth, personal communication, December 07, 2010). In a future where *COmpus* would implemented, some organisations, such as Aalto Social Impact (ASI), may be interested in sharing their projects with students through *COmpus* meetings, and thus increasing overall communication (Keune, personal communication, December 10, 2010). Organisations may even benefit from *COmpus*, for



example Keune mentioned (ibid.) that ASI would likely use the online platform if it showed all the events at the university within one calendar application.

Finally, Granroth emphasised the importance of participation, meaning success and trial (of the projects), being supported and awarded, believing that the moderators could get the right people involved in the right projects, thus having a role closer to that of AYY's (Granroth, personal communication, December 07, 2010).

## **SYSTEM CONCEPT FOR COLLABORATION TOWARDS SUSTAINABILITY**

*Compus* – *Collaborative Campus* system concept, as explained previously, introduces a platform that enables and encourages students and other stakeholders to co-create social innovations to solve social and environmental issues at Aalto campus, and thus enable more responsible and sustainable living at the university. The system is executed both online and offline. The online environment consists of a web platform with social media functionalities, where stakeholders communicate and interact with each other. The offline environment, as a whole, is the Aalto University campus, which is situated mainly in Helsinki and Espoo but also includes some departments in other Finnish cities. All campuses can interact on the online platform, however, individual collaboration projects may be subject to locational restrictions.

A key aspect in the *Compus* system is actor-centred, rather than user-centred, design. This means that users are given tools to modify and adapt the system to suit their needs, instead of offering them a finished platform that can only be used as such. This is essential in the improvement of well-being, as argued previously. To reach the aim of improving everyday student life, students themselves should be able to define the affecting factors to their own well-being and the system should then be able to adapt to serve those needs. The *Compus* system is therefore designed to support ongoing development and modification, to be a learning system in itself. This requires good dynamics and efficiency of interactions within the



system, which are pursued through usability and accessibility, as well as by offering incentives to stakeholders to contribute at a regular basis.

In this system concept we outline the key points of the system and also illustrate the system and its stakeholder relationships with a user-system interaction storyboard.

### **Existing System Versus New System**

After identifying the key problem areas at Aalto campus related to student interaction we mapped out the existing system of communication flows and participation performances around these issues. This existing interaction system demonstrates a very narrow, top-down perspective (Fig. 1). Properly organised communication is lacking in the existing system, and so is management of student participation and feedback mechanisms. To tackle these shortcomings effectively we suggest implementing a new system that would specifically aim to improve the identified problem issues (Fig. 2).

Despite the shortcomings of the existing communication system at Aalto, there are some benefits in that system as well, and they ought to be taken into consideration. For the new *Compus* system to really surpass the existing one it has to on the one hand include or improve at least some of the benefits of the existing system and, on the other hand, propose solutions for breaking the perceived barriers that stakeholders might associate with the new system. Based partially on stakeholder (mostly user) feedback received through online questionnaires and interviews, and partially on our personal experience, we have outlined these perceived benefits and barriers for both systems, and implications for preserving the benefits of the old system and breaking the barriers of the new have been explored as well.

Should the benefits of the existing system be successfully incorporated into the *Compus* system and the perceived barriers overcome, the *Compus* system would by far surpass the current levels of communication and student participation on sustainability at Aalto campus. To reach these improvements even closer examination on the benefits and barriers from all



stakeholders' perspectives, not only the users', would still be required. Joint workshops and discussions on these issues with all stakeholders would offer more versatile perspectives on the overall system.

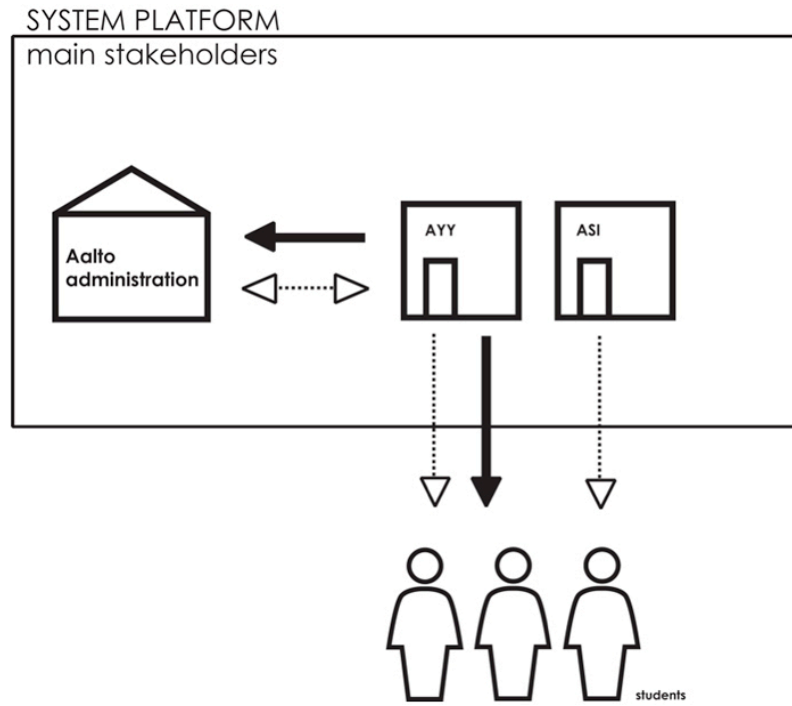


Fig. 1: Map of the existing system

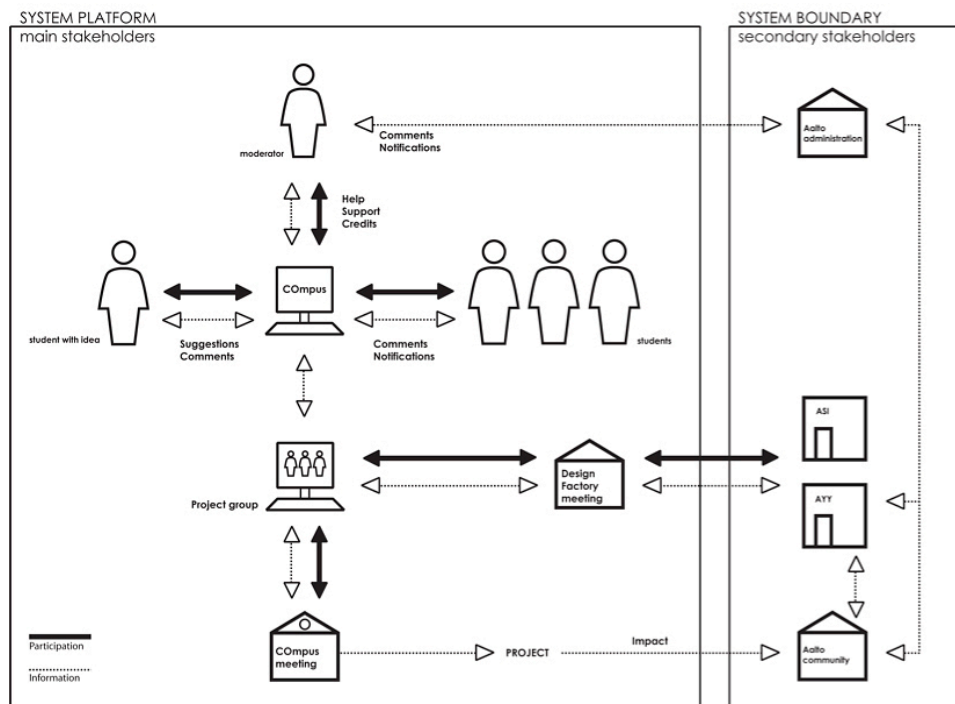


Fig. 2: Map of the new *Compus* system



## **Stakeholder Participation**

It is important to note that the different stakeholders and perspectives that we have examined concern the system platform itself only; individual projects that would be implemented through the platform would naturally involve a wider variety of stakeholders, depending on the contexts and aims of those projects. In this concept we have divided the stakeholder roles into user roles and system roles. Both user and system roles and actions are perceived from the user's point of view, since the user is the key actor in the system. The most relevant interaction sequences within the system, as well as the main functionalities of the online platform, are illustrated in the user-system storyboard (Fig. 3).

All stakeholders have specific roles in terms of participation and action due to different factors and levels of motivation. We have mapped out these roles and motivations from the viewpoint of how they support the users in their endeavours, and thus relate to the system aims. The motivations for participation are supported through various incentives, some of which are illustrated also in the user-system storyboard. To understand the motivations is crucial because the time and effort that stakeholders commit to the system depend on their interests and perceived benefits of participation.

## **User-System Interaction Storyboard**

The following illustrations demonstrate the actual interactions between stakeholders as they would manifest in the system according to our concept. This is how we see the users would use the system and participate in projects in a rather ideal situation. In reality, all of these phases would not always be realised for all users and there may also be other phases which are not presented here. In principle, however, the most crucial points of interaction are illustrated, and some supportive, motivational aspects are also included to demonstrate the variety of opportunities provided by the *COmpus* system.



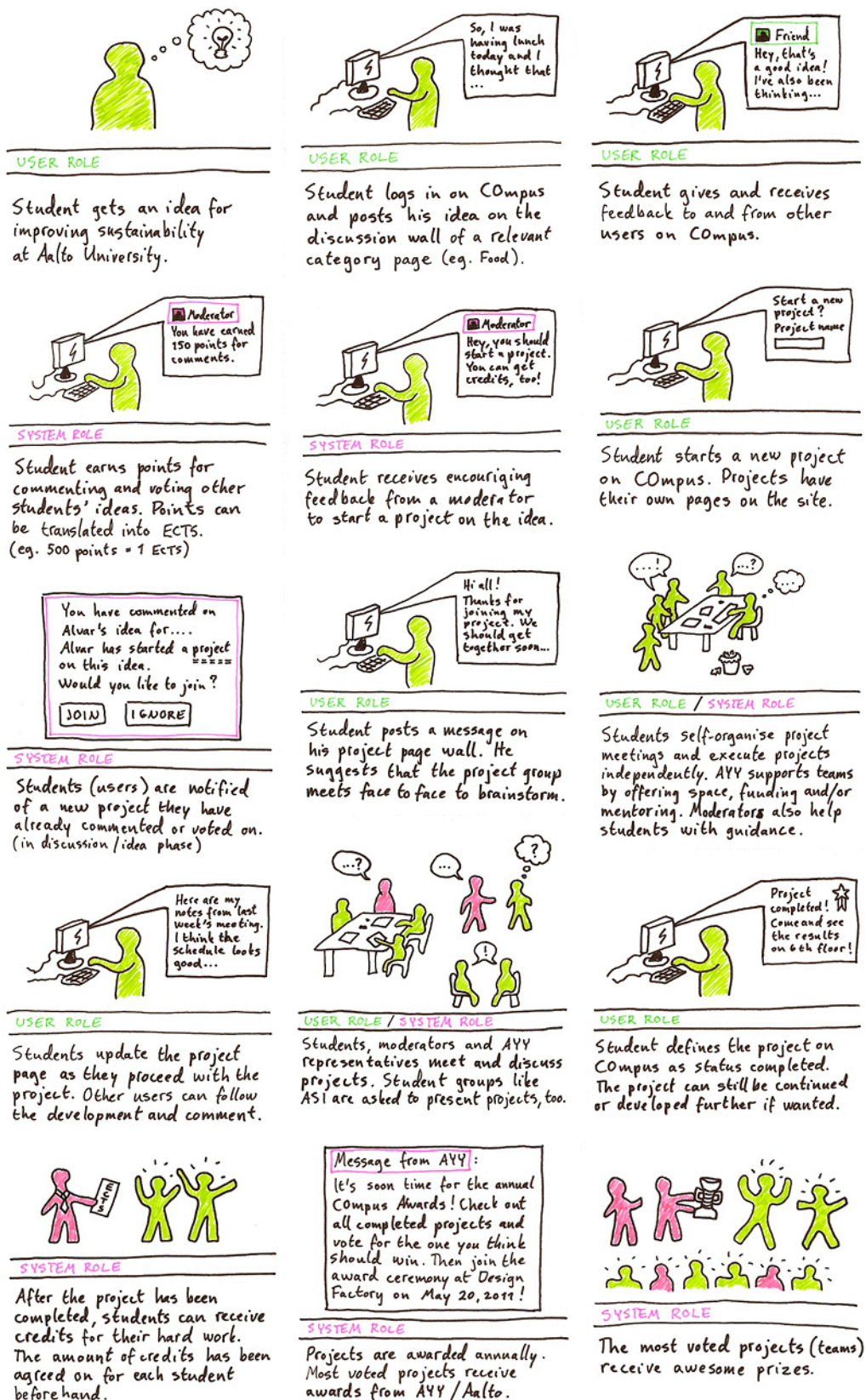


Fig. 3: Illustrated user-system interaction storyboard



## **System Impacts**

The *Compus* system has potential for much wider range of social and environmental impacts on both the university and its close networks than what the immediate project results might be. The contexts of projects that are initiated and implemented through the system by student groups have individual aims and by nature different approaches to sustainability and responsible living. Thus they also generate solutions that have impacts on different areas and stakeholders within the Aalto network.

Together all the sharing of ideas and information, implementation of projects and other interactions within the *Compus* system change also the attitudes and relationships of stakeholders. The system presents opportunities, for example, for raised social awareness and increased interpersonal relationships. Instead of only generating improved outcomes around the main problem issues, the system actually presents a much wider, even if subtle, impact on the mindset and social structure of all stakeholders. The offline environments, the campus sites, are then the places where the actual project outcomes would manifest and where the social or environmental impacts could be seen on a concrete level.

## **CONCLUSIONS**

The framework of social innovation and collaboratively produced services provides useful principles for enabling responsible and sustainable living. These principles can be utilised at Aalto University to create a socially and environmentally more sustainable campus. However, to utilise the principles effectively a system for organising and managing social innovation within the campus is needed. In such a system students should be given opportunities and incentives to get involved in shaping a more sustainable campus, since they possess a wide range of capabilities and knowledge that would be beneficial for the development of the campus.



The existing interaction system at Aalto has been found insufficient in addressing key problem issues, and therefore the *COMpus* system concept is introduced as an alternative to produce improved outcomes in these areas. The *COMpus* platform suggests implementations for enhanced student collaboration and thus approaches to achieving the three main aims of the system: When students co-create solutions to collectively acknowledged problems, it ameliorates their everyday life and well-being, while participation and interaction strengthen their relationships with each other. All aspects combined, the resulting outcomes could lead Aalto campus to a socially and environmentally more sustainable direction.

Since this paper presents the first version of the *COMpus* system concept, there are still several areas where closer examination together with stakeholder representatives would be needed. Further development, testing and research would be needed to truly evaluate the effectiveness of the system. This could be done by, for example, organising workshops together with all stakeholders to co-develop and test the system in the real campus environments. Strong interest in the *COMpus* system has, however, been emerging among different stakeholders, which suggests that there is indeed a demand for a new system and that the *COMpus* concept expresses potential to meet that demand.



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### 1.3. National Perspective on a Global Issue

For further information please see document which includes all abstracts of the PERL conference 2011.

### 1.4. Consumer Education



# **EDUCATING RESPONSIBLE CONSUMERS FOR A SUSTAINABLE WORLD**

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Today's society is often characterized as a consumer society (Baudrillard 2006; Schor & Holt 2000), and its culture as consumer culture (Featherstone 2001). These terms highlight "that the world of goods and their principles of structuration are central to the understanding of contemporary society" (Featherstone 1987: 57). Consumption has become a way of life that is so embedded in affluent Western societies that it is often not recognized as a cultural construction but "simply seems to be natural" (Assadourian 2010: 8).

With the emergence of consumer culture and the growing importance of consumption, the world has witnessed a tremendous increase in consumption levels particularly in the industrialized countries after world war two. Today, consumption levels are identified as a central driver of several syndromes of global change, such as overexploitation of natural ecosystems and environmental degradation through depletion of non-renewable resources (WBGU 1996), which pose major threats to the very existence of humanity in the 21st century. In light of this, the 2010 Worldwatch report on the state of the world emphasizes the critical relationship between consumption and sustainable development and calls for a cultural transformation "from consumerism to sustainability" in its subtitle (Starke & Mastny 2010). In their review of different major societal institutions, the US-based authors criticize that education has not fully tapped its potentials as a facilitator of the cultural transformation aspired to. It is contended that "education plays a powerful role in cultivating consumerism" and that "schools [...] represent a huge missed opportunity to combat consumerism and to educate students about its effects on people and the environment" (Assadourian 2010: 15).

The objective of this conceptual paper is to explore fields of action for a more comprehensive engagement of educational organizations with their contributions to the socialization of sustainable consumers.

In a first step, the framework of educational organisation's "culture of consumption" is presented as a comprehensive analytical perspective on schools as learning environments for



students' consumer socialization. In a second step, the framework is discussed against the background of recommendations from the literature on motivating sustainable consumption. As a result, the paper identifies fields of action and strategies for schools seeking to contribute to a sustainable consumer education. The paper concludes with a discussion of experiences that have been made with changing schools' cultures of consumption in the context of a transdisciplinary partnership in the BINK project<sup>9</sup>, a three years transdisciplinary research and development project in which an interdisciplinary team of researchers collaborated with practitioners from six educational organizations.

### **Educational organisations as "Cultures of Consumption"**

Learning in schools takes place both within and outside the classroom. It is assumed that far more than half of all human learning is indeed informal learning that happens beyond structured teaching and learning contexts (Conlon 2004). Schools have an effect on students' consumer learning in a twofold way. On one hand schools are understood to act as a facilitator of educational offers related to sustainable consumption that make students reflect and render their own consumption patterns more conscious (formal learning). On the other, educational organizations themselves are consumption households and as such places in which their members consume and communicate about consumption (informal learning). It is assumed that through their twofold character, being both a place of learning and a life world in itself, schools brings about distinct ways of relating to consumption and youth consumers that have socializing effects on students. Drawing on research into the genesis and characteristic fields of school culture, these contexts and processes have been perceived of as educational organisations' "culture of consumption" and conceptually elaborated in an analytical

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<sup>9</sup> BINK is a German acronym for *educational institutions and sustainable consumption*; the project is funded by the German Federal Ministry of Education and Research (2008 – 2011). For further details, please consult the BINK website under [www.consumerculture.eu](http://www.consumerculture.eu)



framework (Fischer 2010a). Drawing on Schein's model of organisational culture (Schein 2004), the framework distinguishes between six domains on three levels (see fig. 1).

Fig. 1: Analytical framework of educational organisational culture of consumption (Fischer 2010a)

The top layer of artifacts contains the domains of subjects and contents, management as well as participation and communication. Artifacts in these domains are generally visible (e.g. teaching resources on consumption, the school's solar panel or the feedback box in the cafeteria). Yet, they cannot be easily decoded without further knowledge of the educational organization and its contexts. For example, the feedback box in the cafeteria could be an expression of the caterer's customer-orientation and quality development efforts and a formal act of fulfilling a contract obligation that has no further consequences for a factual change in the cafeteria's services. In this view, artifacts represent only the visible top of the organizational iceberg, and their meaning can only be interpreted in light of the bigger carrying part under the water surface.

The intermediate layer hosts values and norms that manifest in the aspects of consumption-related performance orientations and educational objectives. Educational organizations differ with respect to the degree to which the organizational actors perceive of sustainable consumption and consumer education as an educational mandate, which objectives they



pursue and in how far this is part of grading and assessment routines and practices. Espoused norms act as a mediator between artifacts above and basic assumptions underneath the water surface.

Basic assumptions are the condensed, unconscious and taken for granted essence of experiences that organizational actors have made interacting with and within the school environment. In a consumer educational perspective, they can relate to teachers' assumptions about youths' and young adults' value orientations and consumer attitudes or to evaluations of the general impact that schools can have on these. As taken for granted consumer pedagogical assumptions have an orienting function for the teacher's actions, they exert a pre-forming influence on interaction processes in the school in which recognition or denial of youth identity constructions expressed in consumption practices are negotiated.

In the project BINK, the theoretically derived framework was discussed with practitioners from educational organisations. The framework was then applied to perform a qualitative steady-state-analysis of the organizational culture of consumption, to define goals and, eventually, to inform the collaborative design of a set of intervention measures.

#### Motivating sustainable consumption in a whole-school approach

In the recent years, a number of initiatives and projects have sought to implement the notion of sustainable development in all aspects of school and university life (Henderson & Tilbury 2004; Beringer & Adomßent 2008; UK Department for Children, Schools and Families 2010). While it seems reasonable to build on existing and elaborated approaches to sustainable school development (Hren & Birney 2004, Hren, Jackson & Duggan 2004, Transfer-21 'Quality and Competencies' Working Group 2007, UK Department for Education and Skills 2008), these need to be complemented with distinct cultural domains, e.g. the organisational actors' consumer pedagogical assumptions (Fischer 2011a), in order to account for the comprehensive perspective of organisational culture of consumption. A school development process focused



on themes of sustainable consumption (Fischer 2010b) requires strategic and concerted efforts on multiple levels, a participatory approach and a shared mandate for the re-design of all areas of the school (Symons 2008). Based on a comprehensive study by Tim Jackson (2005) on prerequisites for promoting sustainable consumption, the guideline of Four E's has been proposed as a heuristic for a broad policy approach to the promotion of sustainable consumption (Jackson & Michaelis 2003). The Four E's propose a broad mix of policy instruments and categorizes their effects in the four areas engage Enable, Engage, Encourage und Exemplify (UK DEFRA 2005).

Applied to the educational context, schools can enable responsible and sustainable consumption, e.g. by providing formal and informal learning activities that nurture students' consumer competences, teacher in-service-training and adequate resources and funds for such activities to take place. Beyond enabling, schools can also work towards engaging their members with the sustainable consumption agenda, e.g. by communication means and campaigns, by installing participation mechanisms, by involving external stakeholders and by confronting and, in a constructivist view, perturbing underlying consumer pedagogical assumptions. In addition to this, schools can encourage their students and teachers to put sustainable consumption on the agenda, e.g. by introducing it into assessment procedures and grading and award schemes or by including it in job descriptions and promotion policies. Lastly, and most importantly, schools can take the lead and act as a model of sustainable consumption, e.g. by implementing auditing and resource management schemes, by disclosing sustainable consumption in their mission statements and policies, and by reporting on progress made.

The Four E's can be applied as a matrix to verify the comprehensiveness of the different elements of the analytical framework of educational organisational culture of consumption with respect to their intended effects. It can also serve as a heuristic that maps different fields



of action for sustainable school governance and offers starting points for the initiation of whole school approaches to the promotion of sustainable consumption. Given its exploratory nature, the categorization of effects is hardly selective and clearly allocated. Yet, in offering multiple starting points and in encouraging organisational actors to critically engage with intended effects, the heuristic bears the potential to facilitate concerted action towards a whole-school approach.

### **The BINK-Partnership: Facilitating Cultural Change**

In the project BINK, an interdisciplinary team of researchers (sociologists, environmental psychologists and educational researchers) and members of six educational organizations from different educational sectors (two secondary schools, two vocational schools and two organizations of higher education) worked together on the development, implementation and evaluation of measures of interventions to change the organisation's culture of consumption. The mutual efforts of research and practice in the project BINK was underpinned and informed by the notion of transdisciplinary partnership. The key principles of this understanding can be described more detailed as transdisciplinary focus, modus and synthesis of action (Fischer 2011b).

Transdisciplinary research and development processes call for an equal consideration of societal and scientific problems and seek to provide an integrative solution to both (societal) praxis and (scientific) theory (Hirsch Hadorn et al. 2008). The focus of the partnership reflects this dual perspective as it pursues development goals (e.g. increasing student's consumption awareness and competence) and research (e.g. examine the relationship between organisational and individual attributes in students' consumer socialization) in the shared framework of organisational culture of consumption.

The modus of action in the project was based on an explicitly participatory approach. Within the affiliated organizations, steering committees were formed that comprise of representatives



of all relevant groups of actors (e.g. administration, management, teachers, students, parents, training businesses).

The synthesis of action was a permanent focus in the partnership between research and practice. Specific formats were designed to frame and promote the integration of knowledge produced at different stages and on different locations in the process. Among others, these formats comprised of

a series of workshops in which the different organizational actors as well as research staff came together to develop milestone products such as a steady-state-analysis of the organizational culture of consumption and a collaborative design of a set of intervention measures

a half-time conference with more than 80 participants from the project organizations that served as a platform to share and discuss practical experiences and preliminary research results and to reflect the course and results of the project with the other project members

print publications (handouts, toolkits) produced by the research team summing up findings of own and previous research exclusively prepared and edited to assist the partners in practice with designing and implementing measures of intervention

an intranet site that served as a platform to keep record of the current state (documentation of intervention measures), to provide a document base containing all relevant files and to foster uncomplicated exchange and communication among the project members through discussion boards and moderated chat rooms.

As it goes beyond mutual interest and benefit, the BINK partnership can be described as complementary in that research activities depended on and informed practice and vice versa.

## Outlook

In its focus on merging formal and informal learning and its participatory modus and transformative scope, the approach of the BINK partnership to the development of a culture of



sustainable consumption in educational organisations elaborates an area that has received little attention so far. The analysis of a large scale survey distributed to more than 1.000 students and teachers from participating and external organisations as well as the careful examination of practitioners' experiences with delivering measures of interventions is hoped to further enrich our understanding of the role that education plays in consumer socialization and, potentially, in cultivating a more sustainable and responsible consumerism.

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## **EDUCATION IN FINANCE; CONSUMER BEHAVIOUR AND SUSTAINABLE CONSUMPTION**

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## **Education in finance, consumer behavior and sustainable consumption**

In Iceland an educational material named “Fjárinn” has been published. This educational material is designed to increase the knowledge of young people in finance and matters regarding every day consumption behavior and sustainable consumptions . The educational material is based on factors of prudence, values, efficiency and sustainable environment. The material is focused on the individual work of the students to evaluate their lifestyle and learn to plan and manage their own finances as well as making them aware of their responsibility in live.

The educational material “Fjárinn” includes among other subjects the following.

Financial education aimed at young people from 16 until 25 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 lifestyles, buying things, insurance, ethics and sustainable consumption.

The educational material is destributed 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 includes teaching guide and power points slides to use in the classroom.

This material has also been used in different teaching via the internet in distance courses for students in grammar schools.

Last but not least it is one of the objective of the authors to minimize the environmental consequences by making the material available on the internet and on USB-keys and thus decrease the use of paper.



## **Objectives**

The objective of this learning material is to increase the understanding, knowledge and responsibility of students on financial matters , consumers behavior and sustainable consumption.

To enable students to organize their finances by doing their own bookkeeping.

To increase the students oversight of their own finances

To make the student make financial plans for the future and set goals

To increase the students understanding of savings and the ways how to save

To enable the student to evaluate the different type of loans

To enable the student to understand his or hers finances and a ways to adjust

To explain to the student the most frequent conceptions used in finance

To explain to the student how to cope with financial difficulties

To explain to the student the rights and obligations of the labor market

To explain to the student the rights and obligation of the consumer

To enable students understanding on how their lifestyles and choices can affect the environment and sustainable lifestyles

To make students understand home maintenance in a sustainable and responsible manner

This educational material has been continuously evaluated from the start. Now the publishers are working on a new and more accessible version of the learning material. It is estimated that this new version will be available in the spring. The authors have each year asked both teachers and individual students using the material their opinion of it and also asked for their suggestions on how to improve the educational material. Numerous suggestions have been made, both by teachers and students. Some of those suggestions will be used in the new version of the educational material which is now in progress.



This educational material has been informally introduced to the Educational authorities in Poland and got a very positive comment from them.

### **Teachers report Guðríður Hrunn Helgadóttir**

The needs of the education in finance, consumer citizenship, and sustainable consumption in the classroom.

I think, that the needs are high. It has been difficult to get some curriculum that prepares the individuals for the real life. Young people who are taking their first step in to the real life as a independent individuals needs some knowledge that are in Fjárinn. A lot of my students did not know many finance concepts (for example inflation, interest and many others) that are daily used on the news. Students do not understand the news because they need this minimal vocabulary and knowledge in finance to understand what is going on and how it does concern them as a consumer.

Young individuals do also need general knowledge about many issues like: the labour market, investments, loans, insurance and they also need to understand many markings and certification marks so they can join the real life as a active and responsible consumers.

### **The teachers positive experience in the classroom**

I have been teaching Fjárinn for the past three years in college. My students are at the age 17-25 years old.

Fjárinn is an easy educational material to use in the classroom and it gives the teacher the opportunity to use varied teaching methods. I have for example used inductively and deductively methods. I also make some small tests, because I want to be sure that my students understand the concepts Fjárinn presents. The students do also fill out their own bookkeeping and my experience with the bookkeeping is very positive as students are viewing themselves and they are becoming aware of their consumption and therefore they are taking more responsibility with decisions. It is also easy to connect the material in Fjárinn to the real life. When the students



are for example reading about interests and inflation they can also go on the internet and get some more information about the inflation. What is the inflation right now? Then they can find out what is the best saving account. Where do they receive the best interests? Because of the connection to the real life, students see the purpose of this learning material, this material touches their lives and their benefits.

This material suits different age groups. It does not matter if the student is 16 or 25 years old, they all can use and learn something from Fjárinn material. In my classrom I have students ranging from 16 to 25 years and in my experience the students relate very well to the material. Discussion classes suits this material very well, because students are sharing experience and their opinions. For example hot topics are always about sustainable devolopment in the green area, the energie sawings but topics like insurance are also very popular debate in the class-room.

My conclusion ist that with Fjárinn the students receive a good preparation for the real life and they also have a very good manual to take with them in to the future.

### **Negative experience**

The curriculum in the course Life skills is built up from many themes and finance and consumer education is one of the themes.

Fjárinn which includes finance and consumer education suits this course but the negative side is that there is no space for all the chapters in the curriculum because of lack of time.

I would like to have more time for Fjárinn in the classroom. I think, that I could use one semester to Fjárinn as a seperate subject including education in finance, consumer citizenship, and sustainable consumption.

Visible success by my students.

I would like to describe the success with feedbacks from my students and their parents after they used Fjárinn in their daily life.



Here are some Examples:

- 1) A student came to me after the course and told me about how grateful he was because her boyfriend stopped smoking and now they are saving the cigarettes money.
- 2) After one year came another student to me and told me how grateful he was, because now he did not have any overdraft authority on his account instead he has savings on his account.
- 3) Parents have expressed their satisfaction with the course that has made young people more aware of their finances and consumption.

Some parents have mentioned that they have seen visible progress in savings.

- 4) The older the students are they are more pleased with this material, because they can take this material/book with them in to the real life and use it as a good manual.



## 1.5. Partnerships for Responsible Living



**SCHOOLS EARTH CARE CAMPAIGN 2010-2014 ADDRESSING THE  
THEMES: CULTURE OF CARE, WATER FOR LIFE, RRR: REDUCE-  
REUSE-RECYCLE & SUSTAINABLE LIFE-STYLE**

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## **Human Life-Style in Conflict with Planet's Carrying Capacity: an urgent Challenge that includes Youth and Schools**

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

We are told that the earth's present population needs three or even five planets to sustain our current life-style and patterns of consumption. We also learn about alarming concepts such as *peak oil, peak food and ozone hole*.

Finding solutions to such scary prospects must involve education, youth and schools in a structured and cross-border coordinated manner. The Life-Link Friendship-Schools independent programme, based on natural and social sciences, was initiated 1987 as a reaction to the Cold War and as a medical doctor's prescription to research performed by International Physicians for the Prevention of Nuclear War, IPPNW. The research illustrated young peoples' gloomy attitudes in the face of potential nuclear annihilation and environmental degradation.

To involve formal education and schools is, of course, a mandate of United Nations institutes and other IGOs as well as NGOs. The Life-Link Friendship-Schools independent programme, based on natural and social sciences, has joined such an effort by presenting a Basic Program plus a Schools' Earth Care Campaign 2010-2014. The campaign themes are designed to inspire youths, teachers, parents at and around schools world-wide to engage in constructive collaboration for the benefit of a sustainable life-style, Education for Sustainable Development (ESD), Biodiversity and Water for Life. Youths, educators and schools in large numbers performing local *care actions*, and also communicating with schools in other countries will certainly contribute to *Confidence Building* and a *Comprehensive Common Security*.



The Earth Care Campaign has been developed in collaboration with UNESCO during a pilot study in 2007-2008, and is recommended by the Decade-ESD leading agent at UNESCO Head Office in Paris. Partners also include UNESCO Associated Schools program network (ASPnet in Europe and the Arab region), Clean Up the World (Australia), UN Decade on Water for Life 2005-2015, ENO Tree planting program (Finland) and the Malaysian Nature Society.

## **Health & Care**

Why does a Medical Doctor from Sweden, a specialist in internal medicine, heamatology and rheumatology, engage in planetary concerns and schools' education curriculum?

We are well aware today 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 interconnected levels: My behaviour towards *myself*, towards *others* and towards *nature* within our one and common planetary *living room*!

Some consequences from a destructive behaviour on each of these three levels could be:

- *Care for Myself*. If I turn to drug or other addictive behaviour, my health will suffer.
- *Care for Others*. If I do not learn how to communicate and to collaborate constructively, and learn how to care and share with other people, violence in society and between states will appear with risk for escalating into armed conflicts and warfare.
- *Care for Nature*. If I do not learn to behave, to coexist and to care within the limits of the earth's natural resources, the human species and biodiversity will suffer seriously and be at risk for irreversible damage.

## **Cross-Cultural Value Base: to Care for Myself – to Care for Others – to Care for Nature**

The Life-Link programme initiated in 1987 stresses the ethics that each student must consider his / her capacity and responsibility for how to interact and behave in daily life with Myself – with Others – with Nature! The Life-Link basic programme as well as the Campaign actions put the following relevant question to each individual student:



*“Am I friendly and constructive in my daily 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* programme, launched in 1999 includes 50 proposed lessons that fit into the ethics of *Care for Myself*, *Care for Others*, *Care for Nature*. 179 schools in 55 countries on all continents participated in a 1998 survey to highlight important *peace lessons* for the new millennium! A school class or some classes together can choose any of the proposed lessons as an inspiration for performing small local actions, such as a *Healthy Food and Healthy Eating Habits* action (Care for Myself ) or *Multiculturalism* action (Care for Others) or a *Clean Up, Water for Life or Tree Planting* actions (Care for Nature).

#### **Pilot study 2007-2008 evaluation process**

The Life-Link advanced campaign themes Culture of Care and Water for Life were piloted in 2007-2008 at 50 schools in nine Arab countries as well as 50 schools in ten countries world-wide. 2 243 students, boys and girls aged 13-17 years from 15 countries completed the assessment forms that were filled in a) at baseline and b) after three lessons and two self studies. Nine questions addressed *awareness, knowledge, attitudes* and *behaviour* in relation to Culture of Care and Water for Life. The teachers’ assessment included 10 specific questions on the structure of the pilot study and the Teachers’ Guidelines, plus narrative comments. The results based on students’ assessment showed an average relative improvement on knowledge, attitudes and behaviour around 50% for the Culture of Care course and around 35% for the Water for Life course. Teachers’ assessing the support material, the Teachers’ Guidelines and the website facilities, resulted on average a level four on a top five-graded scale.

Due to a varying degree of IT availability at participating schools there was a certain national imbalance on reporting during the pilot study. Still, the pilot study proved that the programme



and future campaigns can be performed with high pedagogic quality, given necessary resources for coordination, teacher training, monitoring and follow-up conferences.

Thirteen Arab national UNESCO commissions, at the evaluation conference in Petra, Jordan, in 2008, recommended a continuation of this campaign programme. Some schools have already included the piloted themes into their regular curriculums, which is a long-term goal of the campaign beyond the year 2014.

### **Earth Care Campaign 2010-2014 – a unique schools cross-cultural collaboration!**

Earth Care Campaign 2010-2014 now invites any school worldwide for free, to join a programme based on three core Life-Link actions or courses: *Water for Life, Culture of Care, RRR Reduce-Reuse-Recycle & Sustainable Life-Style*; this can be done online at: [www.earthcare.life-link.org](http://www.earthcare.life-link.org)

Never before in history, as far as we know, have schools had the opportunity to campaign together to save the flora and fauna on our one and only planet! The campaign, reaching out to schools world-wide, will benefit a sustainable life-style, cross-border dialogue, the bridging of cultures and also pave the road to confidence building and non-violent settling of conflicts.

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

Other internationally and regionally operating school-networks are currently considering to join the campaign, such as the *de Coubertin* schools, the *Baltic Sea Water program* schools, the *Malaysian Nature Society* schools and new *UNESCO Associated schools*.

Life-Link looks forward to the continued collaboration with the United Nations declared Decade of *Education for Sustainable Development* (D-ESD 2005-2014), the Decade of *Water for Life* (2005-2015), and the United Nations Environment Programme (UNEP) of *Partnership for Education and Research about Responsible Living* (PERL).



## **An Invitation and a Prescription**

Life-Link, still a small NGO with their coordinating office in Uppsala, Sweden, welcomes partners that are interested to invest in this endeavour; to inspire youths and schools worldwide into a unique and urgent campaign. Let us recall that our living room, from “floor to the ceiling” is only 14,000 meters high! (4,000 meters from the bottom of the ocean’s mean depth to sea level, plus almost 10,000 meters from sea level up to above the Himalayas and maximum height for breathing). You can walk or run or bike this distance in just a few hours! Or cover the distance by car in few minutes! Our “Biosphere I” is not infinite?

Each individual can Care x 3, alone and together with others!

The Earth Care Campaign 2010-2014 invites schools, youth and teachers to join, also embracing parents and the nearby society!

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## 1.6. Consumer Citizenship



## **BUILDING SUSTAINABLE SOCIAL SYSTEMS WITH CONSUMER CITIZENSHIP EDUCATION**

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## **I. Introduction**

One of PERL's aims is to advance education for responsible living by focusing on sustainable consumption. As environmental problems continue to worsen, the word "sustainable" is mainly being used in the context of maintaining natural environments. However, sustainability is needed not only for the natural environment but also for social environments. This study expounds the kinds of social systems that are necessary for social sustainability by focusing on the relationship with Consumer Citizenship. To attain this objective, first, the characteristics of Consumer Citizenship Education (CCE) as suggested by OECD – DeSeCo project are examined. The project showcases the learning elements in CCE which contribute to successful living and a well-functioning society and provides the direction and principles of CCE that should be pursued. Secondly, contemporary issues that consumer citizens face and solutions to these problems are identified. Related to these issues, social systems that are needed to sustain responsible consumption, developed by CCE, are identified.

## **II. Characteristics of CCE from the DeSeCo project and questions posed**

DeSeCo: Definition and Selection of Competencies project of OECD defined key competencies which are conceptualized as contributing to successful living and a well-functioning society. Three categories of key competencies explored in the project are "interacting socially heterogeneous groups," "using tools interactively" and "acting autonomously." The "interacting socially heterogeneous groups" category is an essential element in any education including citizenship. When citizenship education is defined as fostering ability to build a better society with an awareness of one's rights and responsibilities as a member of cooperative society and being informed about peace, gender equality, human rights, laws, politics, history, and environment, it is possible to put citizenship perspective into context. In key competency, "using tools interactively," tools refer to basic knowledge and skills of language, mathematics, science and art such as the subjects learned in school. The significance of CCE is well explained in the third category "acting autonomously."



Within the category, “acting autonomously,” there are three sub-categories. These are ability to act within the big picture or the larger context, to form and conduct life plans and personal projects and to defend and assert one’s rights, interests, limits and needs. The relationship between characteristics of CCE and these sub-categories is explained below. Then, on the basis of these three categories or abilities, three questions can be posed: What kinds of goods and services do consumer citizens consume? How is money use/management and decision-making in CCE different from Consumer Education (CE)? What kind of science forms the basis for CCE?

1) The ability to act within the big picture or the larger context - For a well-functioning society, CCE must educate students who can consider other people, other countries, public benefit, future generations, and natural environment before their own personal or short-term benefits in their decision-making process

“Big picture” is the broader context of actions and decisions, and in many ways, is the global system or society in which the individual lives. “In any of these contexts, individuals must look beyond their immediate situation to the long-term and indirect effects of their actions, and beyond their own needs and interests to those of others around them” (Rychen 2003). This is the consumer decision-making process which is encouraged by CCE. CCE is defined as “learning which aims to contribute to the individual’s ability to manage his/her own life as well as participating in the stewardship of the global society’s collective life” (Thoresen 2005). Consumers’ decision-making was mainly considered to contribute to private consumption and improve daily life in CE. However, decision-making process as defined by CCE not only focuses on consumer’s private/personal consumption but also on public consumption. “If CCE’s mission is to nurture and educate consumers for the betterment of the world, then CCE must educate students who can consider other people, other countries, public benefit, future generations, and natural environment before their own personal or short-term benefit in their decision-making process” (Hanashiro & Malroux 2008).



Decisions or actions taken by CCE are made with an awareness of the power that private consumption has on influencing businesses, environment, local communities, governments and other countries, which means that consumer citizens must act within the big picture or the larger context. So far, CE has only addressed an individual's successful life and on improving one's decision-making skills for daily living. However, in addition to this goal, in order to attain the goal of a well-functioning society, consumer citizen's decision-making process must consider the larger context. Another major factor which determines the direction of a decision is values. When considering the larger context in the decision-making process, it is essential to foster values such as peace, social justice, equality and sharing of resources. These values will help shape the consumer citizens' goals for a well-functioning society.

2) The ability to develop plans for life and personal projects - Social security, social insurance and public services are alternative resources consumer citizen can utilize in their private life instead of paying tax.

Financial literacy plays a central role in CE and CCE. How to earn and use money is the most influential factor when people develop and achieve their plans during their lifetime. Learning about life plans is one of core contents of Home Economics Education. It is a process of attaining goals including recognizing resources (for e.g., knowledge and skills, earning capacity, goods and services, time, energy, money, human relations and other resources), adjusting and balancing one's resources to meet final goals by controlling needs and wants, implementing the plan and obtaining feedback to inform future actions and plans. This life planning process is also a decision-making process. It is a reflection of the allocation of resources they possess. In Home Economic Education, life-planning involves considering all resources not just money. In CE, for the most part, only money is considered with few exceptions. It is called a financial plan not a life plan.

Consumer fraud and protecting one's money from fraud are the major topics in CE. Although money is a necessary resource that has the greatest impact on one's life, it is also important to



look at the interconnectedness of money and other resources such as one's abilities, time, energy and human relations. The other resources that have not garnered much attention in Home Economics Education and CE are social security, social insurance and other public services. Without these societal structures, citizens will not be able to meet their basic needs and live in a civilized world. If one of the aims of CCE is to foster the advancement of a better world, consumer citizens must pay attention to how best they can make use of the social systems in their lives. Citizens are faced with a lot of risks; they may become chronically ill or disabled, lose their jobs, or become single parents. Of course, there is no escaping old age. Because of medical advances, life in retirement is extended to more than 20 years in many countries. Social security, social insurance and public services are alternative resources consumer citizens can rely on in their personal life plans instead of paying taxes.

3) The ability to claim and defend one's rights, interests, limits and needs – To learn about collective consumption suitable for a civilized life is an essential learning element in CCE for building a well-functioning society.

The eight consumers' rights and five responsibilities advocated by Consumers International are an integral part of the contents of Home Economics textbooks in Japan. In addition to consumer's rights and responsibilities, citizens' rights and responsibilities are taught in CCE. Citizen's rights are categorized by Marshall into three parts: civil, political and social. Marshall described social citizenship as ranging from the right to economic welfare and security to the right to share in the social heritage and to live the life of a civilized human being according to the standards prevailing in the society (1993). A similar concept of social citizenship is seen in one of the consumer rights advocated by CI. It is the right to satisfaction of basic needs: the right to have access to basic, essential goods and services such as adequate food, clothing, shelter, health care, education, public utilities, water and sanitation. In a contemporary society, health care, education, public utilities, water and sanitation can be acquired through the back door in the way of social systems like social security or social



insurance. Such collective consumption is closely related with private consumption and their relationship is inter-dependent and mutually inter-complementary.

Consumer citizens who live in countries, such as Japan, where higher education is not a public good and the costs are relatively high are forced to save money for their children's education. If a family does not have adequate savings then their son/daughter will not have access to higher education. On the heels of inaccessible education, access to a steady job or a career is unattainable and the cycle of poverty continues from one generation to the next. The existence of poverty or social exclusion in a nation means that the citizenry is insufficient between its people and the country. Consumer citizens pay taxes and social insurance premiums in order to have coverage for basic needs such as education, medical care and pension. Although CE has mainly targeted only private consumption, CCE includes collective consumption for satisfying basic needs. Without collective consumption, life as a civilized person, as defined by Marshall, will not be achieved. Satisfying basic needs is not only a consumer right but also a citizen right and a human right which must be safeguarded. It also is a foundation for living. If basic needs are not met, consumer citizens should analyze the situation to find the causes of insufficiency and ways to address them. Consequently, to support collective consumption social security, social insurance and public services must be promoted as an essential element of learning in CCE in order to foster a well-functioning society.

4) What kind of goods and services do consumer citizens consume? - Commodities as private consumption and social security, social insurance and public services as collective consumption.

In CE, commodities which are sold by private businesses and typically purchased in a marketplace by consumers are common topics. However, the biggest distinction between CE and CCE is the active social participation by consumers to improve or advance society. As



aforementioned, the DeSeCo project of CCE involves both direct private consumption and indirect collective consumptions.

In an aging society, the inter-dependence of personal finances with the central/local government is especially evident in older adult households. For example, in Japan the percentage of income from pensions for > 65-year head of households was 60.0% in 1990, 62.7% in 1995, 65.7% in 2000, 70.2% in 2005 and 70.8% in 2008 (Financial Public Information Committee 2011). The Survey of Living and Consciousness of Elderly targeted > 60-year old Japanese and found that their main source of living expenses was social security benefits. In 1981, the percentage of social security was 34.9%, 53.4% in 1986, 54.3% in 1990, 57.1% in 1995 and 67.5% in 2000 (Cabinet Office 2000). The percentage of tax expenditures for working households including direct taxes, earned income taxes, personal local inhabitant taxes, other taxes, and social insurance premiums is increasing. It was 8.7% in 1975, 12.6% in 1980, 15.6% in 1990, 15.6% in 2000 and 17.4 in 2009 (Statistics Bureau 1994, 1996 and 2009). These tax deductions are withheld directly from monthly paychecks. In addition to direct taxes, a 5% consumption tax is also paid indirectly by citizens when they shop for goods and services. So, a consumer is a taxpayer as well as a citizen. Social security and personal finances/savings are inter-connected. If pensions are adequate for older households and if higher education were free in Japan, then families would not have to save much for retirement or higher education. This would free up money for daily consumption. Consumer citizens can determine what is best for them and their countries through their individual electoral votes.

5) How does money use/management and decision-making differ in CCE? Values which contribute to increasing human well-being are considered.

Consumer's lifestyle is a reflection on "how one consumes" which is the same as "how one uses money." Since money is a finite resource that is used to get other resources, it is fair to say that it does not meet all our wants and needs. According to CE, money management is an



important skill needed for making good and informed decisions. Although money management is considered an important skill in CCE, consumer citizens are encouraged to use money for preservation of the natural environment, charitable causes, promoting world peace and cooperation between countries even though the cost to individuals and families may be higher. It is common belief that consumers who have the knowledge and skills to buy the least expensive but good products are smart and informed consumers. However, it is evident that inexpensive products do not always contribute to safe and humane work conditions or a better world sometimes leading to serious depletion of natural environments. The genesis for sustainable living was the degradation of natural resources and over consumption by societies driven by human greed. Decision-making processes must consider not only the exchange value or the utilitarian value of commodities but also the social value to society and the well-being of humans and natural environments.

6) What kind of science forms the basis for CCE? – Inter-disciplinary and trans-disciplinary

Generally, a subject which is taught in school traditionally evolves from its scientific foundation. However, the contents of CCE are related to several subjects. It ranges from Home Economics to Economics, Law, Environmental Science, Civics, and other subject areas. The fundamental characteristic in both CCE and CE is that it involves applied or practical science for daily living. Science is taught from different viewpoints focused on everyday living. Knowledge from science is translated and applied to everyday actions and decisions. Therefore, skills, knowledge and values which are useful in the real world not just armchair theories are taught. CCE has an inter-disciplinary approach because of its utilization of several subjects but it is also considered trans-disciplinary because it crosses many disciplinary boundaries to create a holistic approach which are woven together for everyday life.



### **III. Issues consumer citizens face and promotion of sustainable social systems**

To identify social systems that support sustainable consumption, contemporary issues in Japan involving consumption and production are identified and examined.

#### **1) Natural environment – Identify lifestyles for a sustainable natural environment**

Life is sustained through consumption of goods such as food, clothing and shelter. In order to maintain human life for future generations, consumption must be sustainable along with sustainable production and preservation of natural environments. Until recently, the attention to natural environment has been a missing link in the debate about sustainable production and consumption. The three factors are linked extrinsically for the existence of human life. Since the state of the natural environment directly affects the supply of food and consumer lifestyles, it is imperative that the natural environment not be overlooked

#### **2) Globalization – Social systems where safety of products and work conditions are monitored by uniform global standards**

Children in developed countries are unaware that young children their age work in cocoa plantations in Africa for their chocolate (Off 2006). Although one producing country's name is placed on the labels of jeans or T-shirts, the production process from raw materials to finished products is very complex. It may involve travel between continents with payment of custom duties, regulated by import/export quotas and governed by trade agreements (Snyder 2008, Rivoli 2005). The process is dictated more by politics than economics; instead of lower prices for consumers, social costs such as inhumane workers' conditions, exposure to agricultural chemicals and pesticides, and the high cost for genetically modified seeds and foods continue to grow. Labor is another commodity which can be easily acquired and disposed. Therefore, the principle of economic efficiency or profits overlooks labor/work conditions, especially in developing countries. Globalization makes it impossible to understand the entire process of production and the many injustices committed against humanity as a result of over production and over consumption.



People, goods, money and information are becoming borderless. Even in a country like Japan, surrounded by water, the majority of daily necessities are imported from other countries. The degree of self-sufficiency in food production was only at 40% in 2009. Globalization also promotes mass consumption. Many goods needed for daily living are imported from all over the world irrespective of seasonal availability, regional and cultural differences. It is becoming more difficult for consumers to truly understand the production process and distinguish quality or sustainable products. In recent years, cheaper foods, clothing and other products have been in circulation in supermarkets all over Japan. For many Japanese, these products are affordable and attractive. However, not many consumers realize that as the distance between the producer and consumer becomes longer, the effects on environment and social systems worsen. Safety of life is also compromised because the products do not have to maintain uniform standards. Another aspect of globalization which makes a citizen's life unstable is the rapid economic changes. Since cheaper labor cost is the most attractive incentive for capital shifting, many manufacturing jobs are disappearing in Japan causing an increase in joblessness, loss of income and increase in poverty. Joblessness is becoming a serious problem even in developed countries and a threat to maintaining a decent living. This issue is so global in nature that it is hard to solve the problem within the boundaries of one country. Shifts in labor market have become transnational; increase in jobs in one country leads to decreases in others. Job stability is also posing a pervasive threat globally because of the ever-changing shifts in capital seeking cheaper labor costs.

Additionally, changes in stock market, changes in political situation or acts of terrorism in one country have an immediate effect all over the world impacting the lives of millions all over the world. Such rapid changes cause instability in daily living. It contributes to dissatisfaction, powerlessness and poverty further polarizing the haves and have-nots. Consumers all around the world must be sensitive and critical to mass production, availability of inexpensive products and manufacturing jobs leaving their countries. When political alliances and friendly



relations between countries break down, especially for countries like Japan, that are not self-sufficient, their citizens face many challenges in daily living. Maintaining world peace and order and having a balanced approach to growth and expansion are very important principles for all countries because no country is 100% self-sufficient. Consumer citizens must consider sharing knowledge, information and the limited resources that we all share, with other countries.

### 3) Internet –Unified global regulations and surveillance system

Information technology is evolving with incredible speed. The Internet is a 24/7 shopping store where anything, even illegal commodities are sold. Digital commodities such as computer software, music and DVD electronic files can be transferred all over the world with payment by credit card. The size of the Business to Consumer Electronic-Commerce Market in 2009 reached ¥ 6.7 trillion, a substantial increase of 9.8% from 2008 figure of ¥ 6.1 trillion (Ministry of Economy, Trade and industry 2010). The size of the B-to-C EC market expanded to ¥ 6.7 trillion in 2009, or to about 103 times in size, from ¥ 64.5 billion as of 1998 when the first survey on the size of the EC market in Japan was conducted (Ministry of Economy, Trade and industry, 2004). The rate of internet users in Japan is 78.4% of the population in 2010 (Ministry of Internal Affairs and Communications 2010). Products, money and information are exchanged on the Internet worldwide. The Internet world is becoming one more environment that consumers access every day.

High-speed Internet access by mobile phone is another reason why internet use is increasing so rapidly. As Internet use and abuse increased among adolescents, the Japanese Ministry of Education started to survey mobile phone ownership among students. In 2009, 21.8% of elementary students, 46.8% of junior high students, and 96.0% of all senior high students owned mobile phones (Cabinet Office 2010). Among elementary students, 80% of them and almost all junior and senior high students access the Internet by mobile phone. Young people use mobile phone Internet to communicate through Social Network Service (SNS), to



participate in on-line games and to use/buy a character called avatar or pictorial symbol to communicate with friends. For the mobile phone user, the phone serves as a communication tool, dictionary, a source of information, an entertainment and shopping and an e-card device. As a result, the incidence of consumer fraud ranging from non-delivery of merchandise, and Internet predators selling or promoting pornography is becoming increasingly common.

The National Consumer Center reported several new types of consumer problems. With on-line gaming, some consumers are trading real money for items used in the game. Other consumers find that all of the items bought in an on-line game have disappeared. Another problem is the acceptance of words like “sex” which is forbidden in SNS but is open to the gaming community. With the proliferation of SNS, rape and other sexual crimes among people who meet through SNS are more common than on a dating site because younger people thoughtlessly share their private information with others on SNS. Information shared through the Internet on mobil phones is a constant problem because the consumer can make purchases 24/7. CCE should make students aware of their exposure to risk when using their G3 “third-generation” phones and how to use/consume internet information safely. To enable safe Internet use worldwide, international regulations and surveillance need to be adopted.

4) Genetic engineering and other scientific advances – Uniform global regulations for safety and monitoring and uniform labeling for consumers globally

Through genetic engineering, salmon can grow twice as fast and a cat that is less allergic to humans can be cloned. Modification of genes means the birth of a new life form that has never existed before. In the past, creation of life was considered a miracle and attributed to a superior being. However, scientific advances are being used to create many necessities of life. For example, most consumers do not know what ingredients were included in the bread they ate this morning. Global production and distribution of foods has reduced the consumer’s control over the safety of the food they eat. To ensure the safety of foods and other commodities, uniform product labeling and uniform regulations concerning food and drug



safety are necessary. CCE's role is to advocate for more producer information and uniform safety regulations so the consumer can make an informed purchase. The consumer needs to know who the producer is and under what kinds of working conditions the product was produced in order to make a socially-conscious purchase decision.

5) Asymmetrical power structure between consumer and producer/retailer - Alternative dispute resolution system for mediation including the use of ombudspersons

Compared to producers, consumers are more vulnerable in a market economy. The consumer does not recognize the commodity at a glance even though the producer may know it very well. Because a consumer does not have the depth of knowledge that a producer does nor the resources to challenge the business, when the consumer has a complaint, an alternative dispute resolution system to mediate between the consumer and the producer is needed. Such an alternative dispute resolution system would involve the use of ombudspersons. With an increase in the elderly population, an emigration, conservatorship/guardianship system for vulnerable consumers is also needed.

5) Increase in poverty levels and people unable to meet basic needs – Individual support system for the poor and the needy

According to statistics of the National Consumer Affairs Center (NCAC) of Japan, PIO-NET (Practical Living Information Online Network System), the number of consumer complaints/inquiries in 2009 was 899,433, of which the three largest complaints/inquiries categories were: (1) consumer debts, (2) adult information sites, (3) digital content (NCAC 2010). Questions about consumer debt were in third place in 2005, second in 2006, second in 2007 and second in 2008. Although recent consumers' complaints/inquiries are shifting to digital consumption from solid goods in Japan, consumer debts were always rated among the three largest problems during the past two decades. The increase of over-indebted people in Japan shows that poverty still exists. The author surveyed debtors to clarify their state of



social exclusion (Hanashiro 2007). People who are in debt are not able to maintain the standard of living of a developed nation and do not have access to education, pension, medical services, and basic needs. Difficulties in daily life are not viewed as isolated problems. They are viewed as a societal problem. Unemployment, illness, alcoholism, homelessness and debt occur simultaneously. The most important factor that enables debtors in social exclusion to become socially included is stable employment, which includes health insurance and a pension plan.

After the Lehman Brothers collapse, the Japanese labor market also declined. One-third of all workers are neither formally employed nor employed full-time. The relative poverty rate first released by the government was 15.7% in 2007 (Ministry of Health, Labor and Welfare, 2009). This statistic indicates that Japan is no longer a major economic power. In order to decrease the number of over-indebted people, laws governing loans were revised in 2010. The 2010 Educational Guideline of Home Economics Education states that “contracts, consumer credit and solving over-indebtedness should be taught in more practical ways and prepare students to be informed consumers who can make rational decisions” (Ministry of Education, Culture, Sports, Science and Technology 2010). These topics are now being taught in Japan Home Economics Education.

Japanese government’s tentative “personal support service” project began in 2010 for people who have some difficulties in their lives. A professional advisor who is knowledgeable about where a consumer can go to get help with debts, housing, unemployment, and problems associated with single parenthood works with the client to resolve his/her problem(s). Although the Japanese government does not use the word “basic needs” about such difficulties, these difficulties are formed because of social exclusion, where the individual cannot access resources to meet the basic needs of daily living. Public assistant service like the “personal support service” is an essential social system benefit for all citizens. Unemployment benefits and job retraining programs are included in the support services.



Helping a consumer citizen to obtain the basic needs of living is the responsibility of the government and provides a sense of security for the citizen. A consumer citizen may be willing to pay a tax for this benefit. Government involvement to provide a national standard of living for all citizens is a focus of CCE. If the cost of national welfare is borne by taxpayers, then CCE should encourage autonomous or independent citizenry who can then shape the direction and state of Social Security. 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.

#### **IV. Conclusion**

The findings indicate the following:

According to the DeSeCo project, the key to a successful life and a well-functioning society is for consumer citizens to base their decisions on a system perspective, which looks at the larger context of how that decision will impact other members of society.

The process of life planning is a decision-making process. The resources from social security, social insurance and public services are inputs into the life planning process. In CCE, consumer as well as citizen rights are taught. While the right to having basic needs met is a consumer right, the citizen right is the right to have human rights met worldwide.

There are individual and collective aspects of consumption. The marketplace provides goods and services for individual consumer citizens to consume, while government offers social security, social insurance and public services for citizens as a group to consume. Consumer citizens can influence the future of their natural environment if they are taught in CCE to look not only on the utilitarian value of their purchases, but also the social-contribution value of their spending.

Consumer consumption is influenced by the globalization of goods and services available in the marketplace, worldwide internet usage, genetically modified food products and a



producer-dominated power structure. Also, unemployment and poverty have resulted in an increase in numbers of vulnerable consumers unable to purchase basic necessities.

The state of a nation's natural environment affects its ability to feed its citizens. CCE can intervene by promoting sustainable production and consumption.

Because the marketplace is now global in scope, a system of international regulations that safeguard food and commodities as well as human working conditions is required. CCE's challenge is to expose students to balance the cost vs. benefits of having cheap goods and services in the marketplace.

Three out of four Japanese uses the Internet. With Japan ranking third in Internet usage, only behind China and the U.S., global regulations are needed to protect against fraud and predatory criminal activities. Internet use and abuse among teenagers are critical topics in CCE to address gaming addiction, Internet predators and teen suicide.

Because of technological advances and the global marketing of goods and services, consumers are unable to recognize neither the nature of commodities nor the safety of goods and services they consume. Uniform international regulations must be developed and producers need to design uniform labeling and be responsible for providing consumers with product information.

Because the producer/business has more power than the consumer, an Alternative Dispute Resolution (ADR) system utilizing ombudspersons to mediate disputes is needed.

As the poverty rate in Japan increases, government programs such as "the personal support service," which are aimed at helping individuals and families, cope with debt, housing, employment, and social problems, need to be supported. CCE can help by making consumer citizens aware that they can get help from government professional advisors.



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# **Paper Presentation Monday 16.00 - 17.00**

## **2.1. National Perspectives on a Global Issue**



## **YOUTH, CONSUMPTION AND CITIZENSHIP: THE BRAZILIAN CASE**

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## 1. INTRODUCTION

As in many countries, a process of politicization of consumption seems to be underway in Brazilian society. This expresses a tendency of rapprochement of civic values with consumer culture, as pointed out by several authors (Canclini 1996; Halkier 1999; Paavola 2001; Portilho 2005, Stolle et al. 2005; Trentmann 2007), who draw attention to the fact that recent years have seen a weakening of the boundaries between the categories of consumption and citizenship, symbolized by the construction and recurring use of the term “consumer-citizen.” As a result, daily practices such as shopping, eating, bathing, washing dishes, cleaning house, going to work, etc., acquire political and ideological aspects and incorporate environmental and social concerns.

This process led us to examine the relationship between consumption practices and political culture. We observed this situation by paying attention to the new ideologies and discourses that propose conscious, ethical, or sustainable practices of responsible consumption as a solution to social and environmental problems, a phenomenon that can be considered under the broader label of political consumption (Stolle et al. 2005).

Political consumption has been defined as the perception and use of practices and everyday consumer choices as a new form of engagement in the public sphere and in the political pressure arena (Halkier 1999; Portilho 2005, Stolle et al. 2005). Examples of political consumption include actions such as boycotts, buycotts, reducing waste in the household use of goods and services (water, energy, automotive, waste separation, etc.), and the creation of cooperatives and consumer networks.

However, studies of participation and political action tend to focus exclusively on conventional, institutionalized, and collective forms of action that target the political system per se, which can end up leaving out new repertoires of political participation. Most studies



that attempt to measure political participation, including the World Values Surveys<sup>10</sup> study, do not include questions about political and consumption data, so these end up invisible. Such research may lead to the conclusion that political participation is declining, when in fact there may just be a change in the repertoires and political arenas, as well as in the actual content of politics (Stolle et al. 2005).

Some evidence points to a possible politicisation of consumption in Brazil: (1) the creation of NGOs focused specifically on this issue<sup>11</sup>; (2) the frequent publication of article on “conscious” consumption in several vehicles of mass communication; (3) the establishment of programs of “Education for Conscious Consumption,” both in the governmental and the non-governmental and business spheres; (4) the explosion of Corporate Social Responsibility initiatives; (5) the proliferation of certification and labeling systems; and (6) the strengthening of so-called new social and economic movements which presuppose the existence and action of “conscious consumers,” such as the solidarity economy, fair trade, and slow food movements.

Despite these clues, no one knows for sure if and how political consumption exists in Brazil. The evidence, however, seemed sufficient for us to justify empirical research on and analysis of the nature of the phenomenon in the country. But how to capture this kind of engagement? How to measure informal, private, non-organized and non-institutionalized actions that are at the “edges” of classical political arenas?

With this intention, we developed a pilot survey in Brazil entitled “Youth, Consumption, and Citizenship.” For comparative purposes we relied on related research conducted with 1015 social sciences students in three countries – Sweden, Canada, and Belgium – which aimed to

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<sup>10</sup> The World Values Surveys is a global study on socio-cultural and political changes, performed by a global network of social scientists based on surveys applied to national samples representing more than 80 nations from all continents, in historical series initiated in the early 1980s. Its latest edition produced representative data for more than 80% of the world population (<http://www.worldvaluessurvey.org/>).

<sup>11</sup> Examples are the Faces Institute of Brazil, the Kairos Institute, the Akatu Institute for Conscious Consumption, and ICONES (Institute for Sustainable Educational Consumption of Pará).



measure forms of political participation, including the actions of political consumption (Stolle et al. 2005).

The Brazilian research had three main objectives: to map the phenomenon of political consumption in Brazil among youth aged 16 to 25 years; to see the extent to which political consumption practices are consolidated among them and how they relate to conventional political practices; and to establish the initial bases for the creation of an index of political consumption for Brazilian society.

A first research question concerns who the political consumers are, namely their socio-demographic variation. The second research question relates to social embeddedness and the political values of citizens engaged in this non-conventional form of participation. The third question concerns the relationship between political consumption and conventional forms of participation and political action. Does political consumption reduce, replace, or complement the more collectivist forms of participation?

## **2. THEORETICAL ISSUES**

One of the main explanations for the phenomenon of political consumption has been the sociological theory of post-materialism, developed by Ronald Inglehart at the end of the 1970s. The theory suggests that the rapid economic growth experienced since the Second World War has led to the satisfaction of material needs for the vast majority of the population in advanced societies, causing a value shift toward post-materialist values, namely those that emphasize quality of life, self-expression, the environment, human rights, etc. This phenomenon has led to changes in various spheres of social life, especially the political, as this redirection is accompanied by an evaluative critical stance toward conventional political institutions such as parties and unions, and a reduction in rates of conventional political mobilization. This, however, is not a sign of political apathy, but rather of change in the repertoire of political action, since post-material values are associated with unconventional political actions, among them political consumption (Ribeiro and Borba 2010).



Authors such as Beck (2002) and Canclini (1996) emphasize that, in contemporary societies, we see some loss of credibility of, and distrust in, conventional political institutions (parties, unions, elections, institutionalized social movements, etc..), particularly among younger generations, which leads to a “non-institutional rebirth of the political” in which different social arenas, not previously thought of as political, undergo a process of politicization. This is explained through the concept of sub-politics, namely those politics at and beyond the edge of the nation-state’s political institutions, a policy directly involving individual participation in day-by-day decisions. For Beck (2002), the place of politics in contemporary societies is not the street or the factory door, but television, the Internet, and the market.

### **3. METHODOLOGY**

The research strategy adopted was the survey of quantitative data collected through personal interviews at home, and the administration of a structured questionnaire with 100 open and closed questions, requiring approximately one hour and forty minutes to complete. The survey took place from June 24th to July 1st, 2010. The interviews were spread over four areas of the cities of Rio de Janeiro and São Paulo, with a total of 457 individuals (228 in Rio de Janeiro and 229 in São Paulo) between the ages of 16 and 25, belonging to the three upper income classes in the country – A, B, and C.

The choice of this age group was primarily due to the need to maintain correlation with the research by Stolle et al. (2005), which argued that this generation grew up in a time when there was a profusion of environmental concerns, many of which linked the causes and possible impact of environmental problems with individual lifestyles and consumption choices. Furthermore, the authors believe these young people are likely to be a part of a generation that lived through environmental campaigns and education projects in their schooling and have thus been socialized with environmental values. Stolle et al. (2005) have assumed that, if such a process is happening, it can be best observed in youth. However, unlike Stolle and his colleagues, who chose to apply their study to college students taking



courses in social sciences, we decided to expand this universe and visit young people from all different educational levels. Our choice took into account the Brazilian tradition of high politicization among social science students and the strong influence of Marxist thought in the teaching of these subjects, factors which could skew the results considerably.

The research tool controlled for six variables (income, religion, gender, age, city, level of education and information) that were later co-related with 11 subjects: (1) personal expectations for the future, the world, and the country; (2) level of information; (3) political values; (4) trust in people and institutions; (5) interest in politics and social issues; (6) type and frequency of political participation; (7) perception of the responsibility of different actors for the improvement of social and economic conditions in society; (8) political consumption practices; (9) consumer rights; (10) knowledge of certification campaigns and labels; and (11) fair trade.

It should be stated that this study cannot make any statement about the extent of the phenomenon of political consumption in the population as a whole, or even among young Brazilians in general, beyond the two cities studied and the controlled-for levels of income

#### **4. DISCUSSION**

Due to the large amount of information collected and the lack of space, we chose to focus this paper on an analysis of issues directly related to political participation and consumption, leaving other questions for another occasion. For the same reason, this paper will consider only the variables of income, age, and educational level.

With regard to trust in people, 60% of respondents stated that they do not consider people reliable, and 75% think that, given the opportunity, people always seek to take advantage. To assess young people's confidence in institutions, 21 choices were ranked on a scale of 1 to 10, where 10 corresponds to the highest degree of confidence and 1 the lowest. The most reliable institutions, in order of importance, are: family (average 8.9), church (6.8), and school (6.4), which led us to separate them from the rest and classify them as “traditional institutions.” The



least reliable are political institutions, such as political parties (average 3.1), followed by Municipal Government (3.7) and the National Congress (3.7).

Only 27% and 26% of respondents consider themselves engaged in environmental and social issues respectively. However, when asked their position on statements about issues related to the environment and politics, and about their interest in issues like income inequality, poverty, energy, and terrorism, the average response was equal to or higher than 3 (on a five-point scale ranging from “strongly disagree” to “strongly agree”). In this context, the attitudes of young people interviewed could be classified as “politically correct.” They clearly positioned themselves in defense of the environment, felt that the Amazon issue can not be addressed by Brazilians decontextualized from the rest of the world, and fully agreed that Brazilians do not seem to be engaged with the issue of income redistribution in the country. However, when urged to take a stance on issues concerning politics at the municipal, state, and national levels, the average response on the same 5-point scale was 2.5 or lower. That is, negative statements about these three power levels received a higher number of “strongly agree” than “disagree.” This attitude is driven home when we examine the frequency with which these young people reported talking about politics: 55% said they never or rarely do, 28% do so only occasionally, and only 7% reported doing so frequently.

But what is the political participation of these young adults? From a set of 13 different types of participation, 79% stated that their main form of political participation is through the vote. All other options were below 28%, dropping to 7% in the case of affiliation with political parties. Given that voting is compulsory in Brazil, we consider that all spontaneous political participation falls below 28%.

Regarding alternative means of political participation (youth organizations, social movements, Web activism, volunteerism, consumer associations, and political consumer), given four options ranging from “frequently participate” to “never attend,” the proportion of youth who declared never having participated in any of the methods ranged between 87% and



96%. Those who reported having participated in some of them were asked about 10 possible forms of assistance, including donating money to NGOs, wearing campaign badges, attending meetings, and signing petitions. The proportion of those who never participated decreased, ranging from 39% to 68%.

Regarding the responsibility of different actors to improve the living conditions of societies, the most cited were: the federal government (51%), followed by citizens (40%), the UN (29%) and consumers (24%). If we add the responsibility of citizens to that of consumers, we have 64%. When detailed, the “responsibility of citizens and consumers” suggests that there are many doubts and much ignorance. With regard to participation via consumption, about 32% said they believe an individual has the power to influence society through boycotts, while 22% thought that collective action is superior to individual political action, 21% had no opinion, 12% think they can have an influence in this way but that this type of activity can lead to a worsening of the problems, and 13% disagree. The proportion of those who think they can have an influence through boycotts is somewhat larger (34%), while 14% think they cannot, followed by 13% who think that this form of political action may wrongly privilege environmental issues over job creation, and 12% who think that these issues are new trade barriers imposed by rich countries against developing countries.

In addition to measuring whether they believe or not in the possibility of influencing society through their consumption habits, we also measured whether respondents have in fact participated in some kind of boycott or buycott. As in the research conducted by Stolle et al. (2005), our data indicate that although at a low rate, buycott practices are more frequent than boycott: 02% said they have already participated in boycotts, and 19% have already participated in buycotts. Price (45%) and distribution (39%) are the main reasons given for not buying socially and environmentally responsible products. Questions about certification, personal taste, and the quality of green-friendly products complete the list of other reasons.



When respondents were asked if they think citizens have a responsibility to inform themselves about the social and environmental practices of firms, 57% agreed while 31% said they do not know and 12% believe that is not their responsibility. Moreover, 52% of respondents feel well informed about the products they consume, while 48% do not. Out of 13 types of information about products they own or are interested in buying, the three most popular options are: expiration date (92%), brand (50%), and composition (46%). Information about whether the product is environmentally friendly (10%), certified (5%), or sourced from fair trade (3%) received the lowest proportion of responses. The criteria for purchasing goods and services most applied by respondents are: price (89%), quality (86%), promotions (69%), and brand (55%). The least used are, in order: appropriate conditions of production (16%), ethical treatment of animals (13%); does not stimulate prejudice (9%); and negative reviews on websites (8%).

With respect to the rights of consumers, 68% are unaware of the Code of Consumer Rights,<sup>6</sup> while 77% have never felt disrespected in consumer relations. 84% have never made any claims against stores and/or supermarkets, and 97% have never made complaints to legal consumer protection bodies; those who have (16% and 3% respectively) are from the higher income bracket and over 19 years in age. 50% said they know an organization that advocates for consumers, the most cited being Procon.<sup>7</sup>

What kind of insight into Brazilian young adults do these figures provide?

Certainly, they suggest neither intense commitment nor effective political participation in the sense understood by social sciences, especially political science. The rates of trust in people and institutions, especially political institutions, are extremely low, especially when compared to institutions such as family, church, and school. However, this lack of trust in conventional political institutions is not accompanied by an increase in any of the alternative forms of

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<sup>6</sup> Brazil's Code of Consumer Protection is a law passed in 1990 establishing consumer protection.

<sup>7</sup> Procon (Program for Consumer Orientation and Protection) is an agency of the Ministry of Justice created in 1987, with offices in every Brazilian state and many cities, which provides information to consumers and fields complaints.



participation mentioned by the questionnaire. Those who claim to participate in any of the alternative arrangements suggested do not do so systematically. In some cases, these alternative forms reach only 4% of the entire sample. When analyzing engagement in political consumption practices (boycotts and buycotts) as criteria that guide the purchase and search for information about products and services, this situation does not change. It leads us to conclude that, in Brazil at any rate, the theory that distrust or loss of confidence in conventional political institutions necessarily leads to a “non-institutional rebirth of politics” – through political consumption for example – is not proved.

Nor do the data support the theory of post-materialism, which indicates that environmental values, among others, increase as a society begins to provide enough to solve the material problems of its members. Aside from the numerous objections that we could make to this theory – ranging from a “Maslow’s pyramid” in disguise to extreme evolutionism, in which people can reflect on morally significant values and issues only after they have filled their bellies – this perspective is also in opposition to the history of social mobilization in Brazil which, in addition to the struggle for access to the material conditions of existence, includes a large number of environmental organizations devoted to so-called “post-materialist values.” It is also worth noting, as a particularity of environmentalism in Brazil (and Southern countries in general), the perception of the inseparability between social and environmental issues (Guha and Martinez-Alier 2000), which can be confirmed by the construction and extensive use of the term socio-environmental in Brazil. In other words, it is not the case that a mobilization around post-materialistic values can only emerge or increase after social problems have been solved.

Can we, therefore, endorse the view that the current generation is more politically alienated than, for example, the generation of the seventies? We believe not. When analyzing the interests that mobilize these young people (such as poverty, and income inequality) and their agreement on environmental, social, and political values, the thesis of alienation does not



hold. Rather, the data suggests that the young people surveyed are interested in social issues, perceive the environment as an important issue for Brazil and the world, and recognize the need for greater involvement of people and individuals in the public sphere as a way to eradicate poverty. It is true that they have doubts and questions about the extent to which environmental policies and restrictions would simply act as tariff barriers by rich countries against products from developing countries, but overall the respondents positioned themselves on the side that could be termed “politically correct in relation to environmental issues.”

How then to explain the data about young Brazilians revealed by our investigation?

It is here that we would like to introduce a broader scope of interpretation. When we analyzed the six indices constructed from survey data – level of trust in people, in political institutions, in traditional institutions (family, church and school), social and environmental values, political participation, and consumption – they mostly showed very few changes across the three variables considered (income, age, and education), and the level of trust in traditional institutions was strongest.

Regarding the indices of confidence, whether in people, traditional institutions, or political institutions, and also the rates of socio-environmental values, these variations were irrelevant (one to two percentage points) relative to both income and age range, indicating a high homogeneity of practices and views among young people surveyed.

With respect to the indices of political participation and political consumption, results differ somewhat, with a slight directly proportional relationship; i.e. the higher the income, age, and education level, the greater the participation in general and the engagement in political consumption practices. However, this relationship is not highly significant, which again confirms the relative homogeneity.

The data confirm the structure of Brazilian society, in which family is considered the most important institution, functioning largely as a total institution (Goffman 1974) insofar as it provides its members with emotional and financial assistance, among other aspects. Because



young Brazilians commonly live in their parents' home until a relatively late age<sup>12</sup>, issues relating to their physical and social reproduction remain the responsibility of the family (father and mother). Their autonomy in terms of consumption is very low, although attendance to individual preferences is an extremely important value in these families. As a result, the process of construction of social identity in Brazil, contrary to what is observed in North America and Europe, occurs not so much through opposition to their parents' generation, but out of admiration for it. Although these youth are well informed about what happens around them, they do not engage, in practice, with the wider world. However, several examples show that, under certain circumstances, these young people are politically mobilized<sup>13</sup>.

It is also possible that the low participation in acts of political consumption is motivated not by alienation, disinterest, or misinformation, but because many (according to data presented above) do not believe in the efficiency of this practice (47% for boycotts and 39% for buycotts), for a variety of reasons.

## **5. CONCLUSION**

Our indices suggest that, in Brazil, political participation and political consumption increase with income, age, and education level, but still do not approach European and North American levels. The explanation seems to lie in the importance of the institution of family in Brazilian culture, a system that provides solutions and support that individuals in European and North American societies have to seek in the community or the public sphere. Furthermore, it is essential to consider that despite lacking deep social roots, Brazilian social organizations are both numerous and extremely active, achieving changes in legislation, public policies, and the marketplace, which ends up making individual action secondary.

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<sup>12</sup> Unlike their European and North American counterparts, who typically leave their family immediately on completion of high school, young Brazilians tend to stay at home at least until the age of 25.

<sup>13</sup> Good examples are the "Diretas Já" (Direct Elections Now campaign) of 1983; the young movement "Caras Pintadas" (Painted Faces) which led to the impeachment of President Fernando Collor in 1992; and the "free pass" campaign for no-cost public transportation for students in uniform, implemented after an extensive wave of demonstrations and protests.



Examples of important achievements realized through pressure by these organizations include the São Paulo Agreement on certified wood, the food industry's pledge to reduce sodium, a ban on advertising aimed at children, and a quota policy for universities, businesses, advertisements, and soap operas.

The analysis of the phenomenon of political consumption through surveys proved useful in providing a first frame of the real situation, but it must be supplemented with qualitative research that will enable us to further our knowledge and answer new questions we pose, mainly about the relationship between political values (equality, freedom, liberalism, strong state, minimal state, etc.) and political consumption practices.

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## 2.2. Social Media



# **SOCIAL MEDIA AND CONSUMER EMPOWERMENT IMPLICATIONS ON CORPORATE SOCIAL RESPONSIBILITY**

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## INTRODUCTION

The last decade witnessed an increased demand on companies to integrate Corporate Social Responsibility (CSR) into their business practices, taking cognisance of the impact of their activities on social, economic and physical environment. In an increasingly environmentally conscience society of the 21<sup>st</sup> 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. There is a marked increase on expectations by society that corporations utilize natural resources in an efficient and sustainable manner. Sanford (2007) attributes the rising global awareness of Corporate Social Responsibility to several factors, most notably, globalization, advances in communication technology and media coverage (Sanford, 2007). Changes induced by rapid developments in information and communication technologies have greatly improved the scope and scale of global communication, allowing instantaneous communication, knowledge sharing and transfer, and thereby increasing awareness. These changes have impacted immensely on transnational corporations, which in the past could do their businesses away from public gaze, thereby escaping responsibilities over the impact of their business on environment and society. In quest for positive reputation corporations are eager to embrace CSR practices and avoid any unethical social and environmental practices. Changes in communication mean that average consumers have access to more information and knowledge on the products they use and the impacts of corporations. The notions of responsible and sustainable consumption and its relationship to consumer preferences and choices are a result of increased exposure to information. Consumers are also keen to ensure that SRBs go beyond mere rhetorical statements.

The integrated social media have in recent years added a new dimension to information flows and the corporations' visibility and social responsibility. This paper examines how corporations and consumers 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, corporations and consumers are moving fast past awareness to action. It argues that social media tools have a potential of enabling partnerships, and facilitating proactive approaches in the quest to achieve responsible living.

## **CSR AND SOCIALLY RESPONSIBLE CONSUMPTION**

Corporations have a wide sphere of influence and their practices affect millions of people worldwide. They impact on various aspects of life, human rights, social and environmental issues. The concept of sustainable living envisages a situation in which individuals (consumers) and corporations interact positively with the environment in which they derive their existence. Consumers and corporations are mutually dependent on each other and together, their activities, consciously or unconsciously, can impact negatively or positively on the environment. Contemporary researchers in the field of sustainability stress the need for sustainable production and sustainable consumption patterns. For producers sustainability is encapsulated under the concept of sustainable responsible business (SRB), itself a part of corporate social responsibility (CSR). For consumers, several concepts have been used and these include sustainable lifestyles, responsible living and consumer citizenship.

Social responsibility is a concept applicable to individuals and corporations. CSR is as defined by the European Commission (EC 2001:5) as “essentially a concept whereby companies decide voluntarily to contribute to a better society and a cleaner environment,” and thereby minimise the negative impacts their activities can have on the environment and its resources. The CSR-Europe further elucidates CSR principles that companies should strive to provide their customers with products and services that take sustainability into account.<sup>14</sup> Issues of accountability, transparency regarding the economic, social and environmental impacts of business activities are also included.

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<sup>14</sup> CSR Europe [http://www.valuebasedmanagement.net/organizations\\_csr.html](http://www.valuebasedmanagement.net/organizations_csr.html) (accessed 23 January 2011).



CSR has in recent years gained much momentum in the public discourses. In an increasingly environmentally conscience society of the 21<sup>st</sup> century corporations across the globe are under increasing pressure to integrate sustainable responsible business (SRB) into their conduct of business. Political and public pressures about the social responsibilities of firms have intensified to such an extent that CSR can no longer be regarded as a voluntary exercise of companies. Various actors such as governments, civil society, non-governmental organizations and supranational bodies play an increasingly important role in defining norms for acceptable corporate responsibility. As noted by Hond *et al* (2007) an increasing number of corporations are beginning to realize that they can no longer ignore the moral expectations society places on them (Hond, G.A, & Neergaard, 2007). Managing CSR has thus become an important aspect of attaining legitimacy from their stakeholders, regulators, media, communities and general public. CSR is responsiveness to stakeholder demands.

## **SUSTAINABLE LIVING**

‘The act of consumption enables citizens to shape, through choices and preferences, larger environmental, political, cultural, social and economic practices’ (Marchand & Walker, 2008, s. 1164). Marchand and Walker (2008) further argue that through the act of responsible consumption can people become eco-citizens. Sustainability is a concept widely used in CSR as well as other disciplines. However as Jallow (2008) has noted the concept is difficult to characterise definitively, and in practice is difficult to operationalise in a unified way. Based on the different ways in which sustainability have been described, discussed and analysed it is difficult to reach a definition that encapsulated all of the aspects that is sustainability (Ibid). Key elements that have been central in the different uses of sustainability are issues of environment, the social and the economic. Jacobs (1991) uses the sustainability concept in relation to environmental management and protection, which takes place over time, and therefore over generations (Jallow, 2008). His analysis relates to the ability of human beings to limit their own environmental consumption so that future generations can enjoy the same levels of envi-



ronmental consumption (Jallow, 2008). In his analysis Jallow, asks a pertinent question on the role of corporate citizenship in determining the role of business in playing their part in delivering sustainable development. In order to answer these questions one has to look at the role of corporations in society and their involvement in a society that is moving towards. Many companies are realising the importance and commercial benefits of being green. Driven by rise in ethical consumerism, many companies are thriving for environmental conscious, sustainability and social responsibility.

A socially conscious consumer is defined as “ a consumer who takes into account the public consequences of his or her private consumption or who attempts to use his or her purchasing power to bring about social change (Webster, 1975)188). Webster argues that the socially conscious consumer must be aware of social problems, must believe that s/he has the power to make a difference, and must be active in the community ( (Webb, Mohr, & Harris, 2008).

## **HARNESSING THE POWER OF SOCIAL MEDIA**

In the past years the Internet has permeated all aspects of our economy and society, catalysing new forms of communication, collaboration, creativity and innovation. The Internet is continually evolving, and adapting itself to multiple user-groups, devices, applications, and services. Developments have also witnessed the emergency of social media applications, which encourage user participation and multi-directional communication. Social media encompass ‘a set of open, web-based and user-friendly applications that enable users to network, share data, collaborate and co-produce content.’<sup>15</sup> Social media are embedded and enabled by the Web 2.0 platform. Web 2.0 is a term which developed in recent times to refer to a set of next-generation Internet technologies whose features enable the hosting of social networking websites. It describes the new web applications and tool which allow online collaboration and sharing among users. Web 2.0 facilitates communication, information sharing, and collabora-

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<sup>15</sup> JRC Scientific and Technical Reports, EUR 24063 EN-2009 (European Commission) pp 15



tion. It clearly represents a marked shift in the way information is created, shared, stored, distributed, and manipulated. A number of Web 2.0 tools allow their users to easily upload content on to the Internet. Tools used in the wikis allow visitors to easily add and edit content. Tools in the blogs allow for user-generated websites. Another tool for Web 2.0 is a social networking community, which allow users to create profiles, create and share information with users in the same service. Social networking communities are a form of social software that provides an environment in which people interact and share information (Hands-Clarke 2007:29). YouTube, blogging, Wikipedia, Twitter, Facebook and other social media are impacting on just about every aspect of modern society.

For consumers, the social media applications provide new platforms for collaboration, knowledge-sharing and education. Consumers around the world are increasingly harnessing the connective power of social networks to enhance the corporations' SRB engagement. The following examples show how consumers and consumer activists are exploiting social media in order to impact on corporate social responsibilities of certain companies. They also show how some corporations are being proactive and are also harnessing the new communication tools.

## **CASES FROM THE GLOBAL GARMENT INDUSTRY**

Social responsibility in the textile industry has recently been in the spotlight, just like firms in other industries. There are increased expectations that the textile industry should realise their responsibility towards employees, shareholders, society and the environment. Responsibilities towards environment include environment-friendly production processes and supplies, as well as eco-friendly packaging. Responsibilities towards employees include safe working conditions and remuneration. The textile industry has in the past faced criticism for poor safety standards, poor working conditions, use of toxic substances and ineffective wastewater treatment. In a quest to promote its reputation the textile industry "claims that safety has been much improved, many toxic substances have been identified and eliminated, or standards as



to how to deal with them have been created and are enforced” (Baldia, 2001). Questions remain as to whether the industry has done much to improve its production processes as well as improving environmental impact. As new cases show, the industry is still far from mitigating its impact on the environment. There are still elements perpetuating practices that are detrimental to the environment and to society in general.

Globalisation has increased the complexity in the textile industry, with a number of offshore productions, where the setting and environment is fundamentally different. The global nature of the clothing chain means that enforcing international standards has become paramount. The garment industry is distributed across the globe and arguably some of it is done under conditions that are not sustainable, with serious effects on environment and the health of producers, which in most cases are located in the developing countries. Rapid transformation in developing countries is throwing up many challenging circumstances which in certain cases fall short of internationally accepted labour-related and environmental standards. In the pursuit of profit some corporations turn a blind eye on unsustainable practices, in spite of their nicely worded CSR statements.

Conscious consumers in the western countries are today able to acquire information on production conditions. The social media have given the activists new platforms for knowledge dissemination, and with such knowledge are consumers able to challenge the nicely worded corporate social responsibility documents. Sustainability is often nicely formulated in the CSR documents. For example, in clothing retailer giant, Hennes & Mauritz (H&M) the CSR document states that:

“H&M’s business concept is to offer our customers fashion and quality at the best price. At H&M, quality is about more than making sure that our products meet or exceed our customers’ expectations. It also means that they have to be manufactured under good conditions and that our customers must be satisfied with us as a company. Taking responsibility for how our



operations affect people and the environment is also an essential prerequisite for H&M's continued profitability and growth.”<sup>16</sup>

In its 2009 Sustainability Report, H&M states that it's continuously looking for ways to be a more responsible company and to integrate sustainable thinking into all the decisions they make. To ensure that companies move beyond their rhetorical statements it is imperative for social conscious consumers to report cases of breaches. In order to make informed choices individual need information and communication channels to share their acquired knowledge. Initiatives such as the Clean Cloth Campaign (CCC), which aim at improving the working conditions in the global garment industry, are able to challenge big retailers on certain products they sell and also disseminate the information to consumers, who might be ardently unaware of the processes behind certain products. A clear example for this is the *Stop the killer Jeans*<sup>17</sup> campaign launched by CCC in order to stop retailers from selling jeans produced through the use sandblasting method. Research has shown that sandblasting practice put the lives of thousands of sandblasting operators at serious health risk. The operations affect small workshops in Bangladesh, Egypt, China, Turkey, Brazil and Mexico. This campaign combines different communication measures including the use of social media. The social media provide opportunities whereby individuals themselves become message producers and distributors. The effect of such campaign is noted on how certain big retailers have responded to consumer pressure and removed questionable products from their collection. A number of retailer, amongst them Levi-Strauss & Co, C&A, Hennes & Mauritz (H&M) have since banned the sale of such jeans. There are other major retailers though like Diesel, Dolce & Gabbana and Replay, who are still selling these products. These retailers would not have these products if the consumers were shunning them.

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<sup>16</sup> <http://about.hm.com/no/csr/> (accessed 17 February 2011).

<sup>17</sup> <http://www.cleanclothes.org/news/killer-jeans>



## **CORPORATIONS HARNESSING SOCIAL MEDIA FOR CSR**

With the advent of social media, they are signs of major cultural shifts in the corporate world, as society strides past awareness into action. Discourses on global climatic change can no longer be ignored, and corporations which have mainly been on reactive stages are moving towards pro-active approaches. As Rowley (2009) has noted ‘social media has begun to play a key role in how companies shape their corporate social responsibility policies and present themselves as good corporate citizens ( Melissa Jun Rowley)<sup>18</sup>. Corporations taking advantages of ICT applications to enhance their social responsibility are on the increase. Proctor & Gamble (P&G) for example in 2009 launched its social media initiative, ‘The Future Friendly Challenge’. Run on Facebook<sup>19</sup> the challenge aims at creating and fostering partnerships with consumers. It describes itself as a ‘multi-brand environmental responsibility and consumer education program with a simple mission: to help people save water, waste and energy at home.’<sup>20</sup> Through the initiative are Facebook followers encouraged to conserve water, save energy and reduce waste in their homes. Founded in 2009 Future friendly has 46, 247 followers or people who like the initiative. The Future Friendly Challenged also provides a vivid example on how corporations can harness the social media to create partnerships with other organizations such as Earth Day Network<sup>21</sup>. The Earth Day Network is a major global player environmental education and green future. Earth Day Network also has presence in the social media. Through the Wall facilities in Facebook, the Earth Day Network provides examples, information on sustainability issues from other organizations, the news media and individual initiatives. National Geographic features prominently in the Wall. The Earth Day Network boosts a large number of partners, most of whom feature prominently in the social media. There is therefore a marked cross promotion of ideas on sustainability in the social media.

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<sup>18</sup> <http://mashable.com/2009/11/06/social-responsibility/> (accessed 22 February 2011)

<sup>19</sup> <http://www.facebook.com/futurefriendly> (accessed 25 February 2011)

<sup>20</sup> <http://www.facebook.com/futurefriendly?v=wall#!/futurefriendly?v=info> (accessed 25 February 2011)

<sup>21</sup> <http://www.earthday.org/> (accessed 28 February 2011)



## CONCLUSIONS AND FURTHER RESEARCH

Through social media cultures that venerate transparency and demands accountability, corporations are today measured through the critical lens of environmentally conscious consumers. Social media keep the spotlight on corporations and provide the consumers with opportunities to demand transparency from corporations. Corporations that behave badly are often named and shamed. For consumer citizenship, the prospects presented by the social media create new opportunities for organizing partnerships and promoting responsible living. The social media also provides opportunities for sharing social innovations that contribute to responsible living.

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### 2.3. Corporate or Consumers' Social Responsibility



## **CORPORATE SOCIAL RESPONSIBILITY AND SOME EXAMPLES OF SLOVAKIA**

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## **Ingtrouduction**

As we can see free markets do not perform perfectly and therefore participants must be fair and moral toward each other. A lot of global problems originate in main goal of companies: to make profit. The recent financial crisis brought up a new question: what is the role of business in society? People nowadays talk about moral, ethics and also corporate social responsibility (CSR) more than ever. This article was written also as a part of the S.G.A. project 1/0418/11 Sustainable Marketing and Sustainable Consumption supported by Ministry of Education, Science, Research and Sport of the Slovak Republic.

## **Corporate social responsibility**

There is a need to reevaluate organizations strategies and their values, behavior as well as values and behavior of hole society (Janečková, Horváthová 2007: 5). Organizations activities can not be measured only from financial point of view but also in term of impact on employees, consumers, public, environment and future generation (Mikušová 2004).

McElhaney (McElhaney 2008: 7) named key factors of CSR growth and some of them are:

Resources and power shift from governments and public sector to private sector

Employees want their employers to make a better world

Technology enables people immediate access to transparent information and news

NGOs´ increasing sophistication in targeting corporate malfeasance.

Companies are seen as the ones who bring up the solutions of global problems and therefore they need to define appropriate management of this new role, and manage societal expectations proactively. As companies should have more duties for society there is increased call for them to take responsibility for the social and environmental impact of their actions. This will require massive change, innovation and use of market mechanisms in combination with appropriate policies.

OECD has developed the Guidelines for Multinational Enterprises in which is noticed that: „Enterprises should take fully into account established policies in the countries in which they



operate, and consider the views of other stakeholders... They should contribute to economic, social and environmental progress with a view to achieving sustainable development“.

European Commission points out that „CSR is more relevant than ever in the context economic crisis. It can help to build (and rebuild) trust in business, which is vital for the health of Europe's social market economy. It can also point the way to new forms of value of creation based on addressing societal challenges, which may represent a way out of the crisis.“

Günter Verheugen in February 2009 at CSR Forum in his speech “Corporate Social Responsibility Essential for Public Trust in Business” said: “I strongly believe that the companies to lead us out of the recession will be those which consider CSR as part of their core business strategy... Rebuilding trust, managing the human dimension, and seeing sustainability as an opportunity for new business are key to overcome the economic crisis. But beyond that - if we are really to build a more sustainable system in the medium term, then we will also need a shift in values, including amongst enterprises and those who lead them.”

Werther and Chandler (Werther, Chandler 2011: 14) have specified three arguments for company’s social responsible behavior:

Moral arguments – reflect a “give and take“ approach; company’s activities have impact not only on its turnover and profit but also on various social groups and environment, but on the other hand, only society makes business possible

Rational arguments – company could be punished by sanctions, public resentment, boycott and/or pressure of activists if does not behave responsible

Economic arguments - social responsibility could stand for differentiation and become a source of competitive advantage. It also adds value because responsible behaviour can reflect needs and expectations of various stakeholders.



**There are several definitions of CSR and next are some of them:**

European Commission: "A concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis." ([http://ec.europa.eu/enterprise/policies/sustainable-business/corporate-social-responsibility /index\\_en.htm](http://ec.europa.eu/enterprise/policies/sustainable-business/corporate-social-responsibility/index_en.htm))

Pontis Foundation (Slovak foundation which support corporate philanthropy and encourage corporate social responsibility): CSR is a concept whereby company acts responsible not in the field of business decisions and strategy but also in the field of environment and social impact of company activities. ([http://www.nadaciapontis.sk/zodpovedne\\_podnikanie](http://www.nadaciapontis.sk/zodpovedne_podnikanie))

Philip Kotler and Nancy Lee: CSR is a commitment to improve community well-being through discretionary business practices and contributions of corporate resources. (Kotler – Lee 2005: 3)

Kotler and Lee accent the word “discretionary“ in their definition. They do not mean business activities which are mandatory but which are voluntary. Such voluntary commitment can then be described as socially responsible. Therefore the key element of CSR is voluntary.

Archie B. Carroll (Carroll 1991: 39-48) has published in his article in 1991 the pyramid of CSR. Model of this pyramid helps us to understand character of company's activities.

The pyramid consists of four levels where each level represents specific responsibility field containing five components. The first three levels (economic, legal and ethical) were frequently mentioned in literature in relation to CSR but Carroll added the fourth level – philanthropic responsibility.

Economic responsibility is the pyramid basis. Company should act to be consistently profitable and effective. Generating profit is the basis for other levels.



Legal responsibility is the second level in frame of which company should “play“ fair, according to the rules. Company should perform in accordance with government and law regulations, to fulfill legal obligations.

The third level is ethical responsibility which means company should act to satisfy societal expectations and ethical norms even though they are not codified into law. It is important that company acts according to moral and ethical expectations and its behaviour goes beyond simple compliance with law.

The top level is philanthropic responsibility which includes active engaging in acts or programs to promote human welfare or goodwill but these activities are not expected in an ethical or moral sense (that’s the difference from ethical responsibility). It is like added value to the ethical responsibility.



Fig. 1 The Pyramid of CSR



**This pyramid corresponds to goals of CSR which could be summarized as:**

- to contribute to improvement of economic state of society and environment
- to develop and keep ethical standards
- to advocate higher quality of life of employees and their families
- to support community development.

Companies have different motives for implementing CSR policy. Main reason is probably their belief of economic return which can be achieved by several partial positives resulted from CSR implementation:

- Good reputation – company will be connected with positive values
- Trust building
- Increased consumer loyalty and getting the attention of potential customers
- greater probability to hire and retain quality employees which means less costs for recruitment and training
- Increased employee motivation and productivity
- Increased quality
- brand position reinforcement
- Decreased costs for implementation of environmental arrangements
- Better appeal for investors
- Good relations with community
- Competitive advantage in comparison with irresponsible companies
- Risk reduction.

From the practical side Borbás (2009) in his survey emphasized that „almost all of the enterprises would like to see reduced rate of old age pension and health care contributions”.



### **Some CSR examples from Slovakia**

Nowadays it is more than 20 years from the velvet revolution which changed economic, political and societal relations in Slovakia. During these years big companies were privatised and a lot of small enterprises owned by Slovaks were established. Global companies entered Slovak market and these companies brought behaviour and ethics norms so different from what we have known previously. They were an example of doing business the right way for Slovak companies. We can say international companies cultivate our business environment and our society.

Responsible companies create their own projects and/or support NGO activities. Some projects and activities in Slovakia are presented below. I think it is not important to present the name of company I will specify only field of its business activities.

#### **Support for Women Starting in Business (bank)**

Women from socially disadvantaged situations (e.g. in regions with high rates of unemployment, or after maternity leave) often experience a lack of opportunity for work in which they can make use of their skills and knowledge. A combination of appropriate education, business planning and the possibility of applying for a micro-loan, provides real potential for solving this complex problem.

Bank offered a form of direct financial support with additional value. Relevant training, which leads to the opportunity of developing a business plan and applying for a loan, has demonstrated itself to be an excellent instrument of support for small and medium entrepreneurs in other countries of central Europe. The additional value was in the expert assessment of business aims by bank representatives, and equally in the participation in training courses and business meetings.



### **Junior Achievement Slovakia – Youth for the Future (NGO)**

It is necessary to discuss ethics in business and social responsibility, because the young generation entering the economic environment often talk among themselves about negative models of behaviour. Their high frequency made such behaviour seem ordinary, and it is perceived by young people as normal. That is the reason why ethics represents an important element in the prevention of corruption.

The project's aim is to raise the quality of the general preparation and ethics education of young secondary school students, to strengthen the interconnection between the content and form of education and the current requirements of business practice. This programme helps young people to understand how to make consistent ethical decisions, not just in the business field, but also to become aware of their own full responsibility, to become familiar with the basic principles of ethics in business corporate culture, to ease the process of identifying their own hierarchy of ethical values, and to learn how to apply ethical decision making to their every-day lives as well as to their own business practices later on.

### **Age Matters (tobacco company)**

According to a study, nearly half of restaurant, bar, pub and café employees of the segment HoReCo are convinced, that the majority of retailers sell tobacco product to underaged persons. Project „Age Matters“ is an activity focused on youth smoking prevention. Project patrols addressed the employees of retailers selling tobacco products. Test with the title „Don't guess our age. Check it.“ raised retailers' compliance with the legislature defining the barred access to cigarettes for underaged and they learned how to proceed to stem such sale. Patrols offer the installations of new warning signs and deliver the stands with bulletins for underaged.

### **Sign Language Training for Company Sales Staff (telecommunication operator)**

Hearing impaired citizens form quite a large group, who use in particular SMS, MMS and data services to make their communication easier. But they are forced to use the services of an



interpreter, or even to communicate through written messages, when visiting official places and managing their everyday affairs.

Together with the partner organization, the Slovak Hearing Impaired Association (SZSP), company decided to implement a pilot project within Slovakia, and therefore twelve distributors from 3 cities participated in a three-day intensive sign-language training course. The training was lead by professional lecturers from SZSPS, and its aim was not only to teach the basics of sign language and the finger alphabet, but also to give information about the specific requirements of the target group, their preferred mobile phone types and services. At the same time, the sales people practised, with the lecturers, the handling of possible everyday situations. Hearing impaired customers soon showed their liking for “their” sales people.

#### **Do you also have the 7th sense? (telecommunication operator)**

According to WHO there are 2-4% hearing impaired people in the world. In Slovakia, there are 200 thousand hearing impaired citizens. People are very often afraid to communicate with them and it results in neglect. Communication and information barriers are the most common problems in integrating the deaf into society.

Seven Slovak celebrities tried how it feels to be hearing impaired for seven days. The aim of this activity was to connect the world of deaf people with the world of hearing people through real-life situations (visiting doctor, shopping, interview with potential employer, reporting theft at police station). The celebrities had to solve these situations using the sign-language.

#### **Green oasis (petroleum company)**

This project offers financial support for people or collectives who want to improve environment in their village or city – to build or regularise educational side-walk or to clean unlicensed dump or river or to build school garden. The only condition is to realize it alone or with help of their friends, neighbours. It os based on voluntary work.



### **Scholarship Programme (steel company)**

The Scholarship Programme is aimed at supporting university study for talented students from children's homes, and socially disadvantaged families from the eastern part of Slovakia. The income of the family had to be lower than 1,5 times the official minimum living wage, and the student's academic grade had to be no lower than 1.8. The final criterion was a personal interview with the managers of company, which needed a lot of time, but was the most interesting part of the evaluation process. Those applicants won recognition who were able to form their own opinions, who participated, even during their studies, in various socially beneficial fields, and who were motivated to study and plan their future after graduation.

### **Town Hall Open Markets – Support for Protected Workshops (bank)**

Employers are not sufficiently informed about protected workshops for physically disabled citizens, nor about the possibility of supporting them as an alternative to the obligation defined in law to employ physically disabled people.

Company co-organized the Town Hall Markets, which aimed to make the sheltered workshops more visible and to encourage employers to use their offered services and fulfill their legal obligations at the same time.

### **Positive Energy for Sports (electricity company)**

Many NGOs, schools and municipalities in the region of Western Slovakia did not have enough facilities for sports and physical development in modern and safe conditions. Children in schools and hobby groups did not have a place to play or to take part in sports; they were training in corridors or in unsafe conditions.

The objective of the programme was to support the construction and renovation of sports areas that can be used all year round. Applications were received on projects from various fields of interest, e.g. the construction of a skate park, an Indian village in the middle of a residential area and an artificial climbing wall.



### **Equal Opportunities – Work for Roma (steel company)**

The community of the residential area in Košice, have reportedly high unemployment rates. Residents of these districts are mostly of Roma ethnicity and have difficulty finding jobs because of low education levels and lack of work experience.

Company, together with the community of the municipal district and the Civic Association Romintegra 7777 run a specific project supporting Roma employment. The whole process of employee selection is based on personal contact with the applicants. Company chose those who want to work and change their lifestyle, support the education of their children, and are individually interested in improving their qualifications. A responsible approach towards work duties represents a guarantee of participation in the project. Participants have at the same time the opportunity to apply for full-time employment like other citizens.

### **Community support in environment (steel company)**

Company supports the development of positive attitudes toward environmental protection and improvement among elementary, secondary school and college students through several ecological projects, since it believes that the younger generation will be the successor of its sustainability approach.

“Where and How We Will Live” is a competition focusing on the protection of air, water and nature, which is intended for elementary schools.

“What We Never Knew Until Now” is a knowledge competition for secondary school students. Its objective is to motivate students to take an interest in the environment, support positive attitudes toward the environment, and develop multisubject and analytical thinking.

“Metal Inspirations” is an international workshop for art college students, co-organized by company, the Technical University and the Metallurgy Vocational School. During one week students make artistic objects from steel scrap while learning that steel is a multifunctional and recyclable material. The artworks created have decorative as well as practical character and they can help too, since they are auctioned off for charitable purposes during the



Company's annual ball. The collected contributions helped the crisis center and they helped to build a facility for some new inhabitants of Zoo – a family of penguins.

### **Good Angel (NGO)**

It is a humanitarian organization of citizen financial support for families where one member has cancer or child suffers from serious illness and where this illnesses caused financial problems of the family. This system is unique in its three characteristics:

It works on monthly basis. People, the “good angels“ contribute regularly - each month.

The full amount of money is given to the families who need it. Costs for running the organization are paid from the founders.

Donnors always know whom they are helping. Donnor, good angel, has own private number and password which allows him/her to log onto the website and enables to control his/her private account with information about contribution amount and names with addresses of people whom were money delivered and also stories of people whom this system has helped.

This system is also supported by fthe emale basketball team “Good Angels Kosice“. Unique is that for the first time the name on their t-shirts is not sponsor who is giving money but contrary it is the name of body who is obtaining money. Basketball club sends money for each point gained in the European league.

### **EVO the Gold Fish (petroleum company)**

The aim is to contribute to the medical treatment of long-term ill, disabled and/or hadicapped children, since the power of fulfilled dreams is bringing the smile and the hope and it is strengthening ability of children and their parents to face unhappy destiny. EVO the Gold Fish enables children to live through desired situation - with the help of "miraculous" Gold Fish they can step in the fairy tale, meet the idols, taste horse riding or flying.

### **Clever household (NGO)**

Ecological literacy and information about environmental and economic solutions in households is very low. The aim is to show not well known concepts of decreasing energy



consumption and water disposing. NGO built educational and demonstration Ecocentre where they present ecosystems which connected water and vert in complexity. Visitors can see how to ecologically heat the house by solar panels or effective solar-place. Or how to build the house by cordwood technology (oakwood panels with plaster from sand, soil, sawdust, lime and water) or how to isolate it using wool or straw or blown paper or mangled panels from cannabis and soil.

### **Schools for future (telecommunication operator)**

Project's aim is to support not traditional education in primary and secondary schools by supporting innovative teachers and their activities to change usual educational schemes and to spread knowledge, competences, skills and to get information in an interesting and interactive way.

### **Conclusion**

Corporate social responsibility is extremely important for solid and balanced society. There has long been discussion about how to achieve a situation in which not only companies but also the public and community, would benefit from business activities. Voluntary implementations of activities that could contribute to improvement of environment or community social conditions are asked and expected. There are several ways how to fulfil them. With today's public debates concerning the environmental and social issues there is a need to educate the future business leaders how to run a business in a way that can contribute to sustainability and the protection of the world's natural resources.

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## 2.4. Career Development / Higher Education



# **LEARNING FOR LIVING CAREER LEARNING AND LIFE LEARNING COACHED BY OLDER TEACHERS**

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## **Introduction**

There is a strong need in Europe to broaden career education to life learning. In this article I will describe an European project that 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. Vocational Education and Training (VET) is looking for ways to diminish drop-out students and to safeguard the well-being of older teachers.

The European labour market has become more and more open. There is 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. The project 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.

Life education needs reflection with students on the importance of cultural and linguistic diversity within Europe, as well as of the need to combat prejudice and xenophobia. Promoting equality between men and women is also important as is combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation. Man and women need equal opportunities.

Working with older teachers needs discussions on age discrimination.

The European Union has a lot of programmes which makes it possible to establish new networks and partnerships across Europe. The project described is a co-operation between universities and VET institutes in the UK, The Netherlands, Finland, Romania and Italy. The EU programme is called Leonardo da Vinci Transfer of Innovation and makes it possible to transfer innovative ideas from one EU country to other countries in the EU. In this project the innovative thoughts on career learning of professor Bill Law from Derby University in the UK are transferred and further developed to the other partners (Leonardo ToI Learning for Living 2009).



This article starts with stressing the importance of not only looking at career learning, but also to emphasize life learning. European policy on New Skills for New Jobs and Low-Carbon Society supports this. The innovative work of professor Bill Law is outlined as well as new career opportunities for older teachers. In Learning for Living (or L4L) a model is presented that will enable educational institutes to strengthen career and life education and teach students and older teachers to gain the insights and competences needed.

**Key words:**

- Learning for work and learning for life.
- Low-carbon society and sustainable development.
- New skills for new jobs.
- Career opportunities for older teachers.
- Applied learning.

**The importance of career learning and life learning**

Until the 1960's the life of people was mostly fixed. If you were a farmer, your oldest son will be a farmer too. A daughter lived her mother's life. Our kind of people lived our kind of lives. But nowadays careers of employees are not fixed anymore for tens of years. Careers change, mostly due to technological developments. From about 1970 the industrial society changed rapidly into a service- and knowledge society. This because of three economical trends (Korbijs 2003), on which I like to add one more.

First of all, the market became demand driven. Customers want - instead of mass products - tailor made work with costs as low as possible, fit to the wishes and the needs of that moment. Customers want the producer to take care of the life cycle of the product. It is no longer only about virtue, but also about usability, functionality and care for the environment.

The second trend is about globalization. Customers, stakeholders and competitors are everywhere. The time between product development and marketing becomes shorter and shorter to keep up competition.



In the third case we can see a dynamic increase in technological trends. They are in the fast track. Consumers demand quick changes. That's why producers have to respond rapidly to new trends and have to innovate their organisation so that employees in multi disciplinary teams can work on different product innovations simultaneously.

I like to add a fourth trend known as sustainable development. Not only technological changes occur, but also changes in society. Needed is a constant balance between the interests of the 'People', the 'Planet' and the 'Profit'. Steadily we grow towards a green society or in more or less other names a circular society or a low-carbon society.

All in all it means that organisations become less hierarchical and that they have to use all the knowledge and skills of their employees. Employees in a service society develop themselves towards knowledge workers. They have to select and appreciate more and more information. They have to fit in changing relationships in which they are – willingly or not willingly – have to take part. And all these tasks they have to manage and co-ordinate by themselves. Employees need therefore a significant degree of empowerment. There are no role models anymore in their direct environment to look upon.

The decision making process for employees even become more complex because there is an increase in so called 'emotional labour': work in which you have to enclose emotions as part of your role as an employee.

Young people are thus confronted with a conflict: fixed career patterns which give life meaning and significance disappear, but it is also expected that they do their job with heart and soul. In this regard young people have to make their own choices and that means for them a lot of self-control (Meijers, Kuijpers en Winters 2010).

### **The European context**

European policy makers are also aware of the above mentioned economic trends. They also asks themselves about what kinds of jobs will be available in 10 years. How are the needs for



skills and competences changing all over the EU? Is the right education and training being provided today to help Europeans find a job in the future?

Research shows that new and higher levels of skills will be needed for the jobs of tomorrow. The economic crisis and structural factors like globalization, technological changes, ageing populations and the shift to a low-carbon economy are all contributing to rapid changes in the European labour markets. As a result of this fast moving evolution, shortages of adequate skills in some sectors or occupations already co-exist with unemployment across the EU.

To provide job opportunities for all and create a more competitive and sustainable economy, Europe needs a highly skilled workforce able to meet current and future challenges. To ensure this, policymakers stress the urgency to invest in the right skills and improve matching of jobs with these skills in the EU, by effectively anticipating future trends.

A joint policy initiative carried out in cooperation between the European Commission and the EU Member States, New Skills for New Jobs aims to address some of these issues by supporting EU countries and regions in developing more effective ways to analyze and predict which skills will be required in tomorrow's labour markets and, with this knowledge, developing and adapting education and training so that the workers gain the skills required (European Commission 2010).

Another important feature in the European context is the policy concerning the aspirations to become a Low-Carbon Society. In the view of the EU a low-carbon society should take actions that are compatible with the principles of sustainable development, ensuring that the development needs of all groups within society are met.

It is important to make an equitable contribution towards the global effort to stabilize the atmospheric concentration of CO<sub>2</sub> and other greenhouse gases at a level that will avoid dangerous climate change.

It must be possible to demonstrate a high level of energy efficiency and use low-carbon energy sources and production technologies.



In the context of this article it is stressed to adopt patterns of consumption and behaviour that are consistent with low levels of greenhouse gas emissions.

Thus, we all emphasize the importance of lifestyle and social change. This, along with the close link between the low-carbon society concept and that of sustainable development more broadly, has to become a defining feature of the EU policy as it progressed.

(JRC 2010).

### **Theoretical background of career learning**

A journey or a race: innovative thoughts of professor Bill Law

Professor Bill Law is a practical orientated researcher in the United Kingdom, who emphatic stresses on broadening the social contexts of youngsters. ‘Social context’ is a sociological notion. What counts is this: who will get access to what kind of opportunities? We pick up cultural beliefs, values and expectations in an informal way, from the people we spend most of our time with, i.e. the social context in which we live.

The work of Bill Law (Law, 2001) is based on six assumptions:

1. Career learning takes place everywhere and not only in contacts with coaches in school or in the workplace.
2. Career learning is interactive, based on experiences and (inner) dialogue.
3. Career learning is actual life career learning, a connection between learning for work and learning for life.
4. The social context is one of the most important determinants for experiences, opportunities and career development of people/youngsters.
5. The goal of education is to enable young people to make decisions on their quality of life.
6. Career learning aligns formal and non formal learning and education.

Bill Law arguments that social contexts in our technological era change very quickly. Moreover, there are more contexts than 10-20 years ago. In digital communities people from all



over the world can find each other and form social groups. These contacts have much influence on what people think, want and do.

Social diversity also leads to more social identities for the individual. For example: you can be a Englishmen, member of a sport club, a student, an employee etc. Each identity belongs to a group, where it is possible that one identity excludes the other. Also these social identities change during a life time. When there are more treats from the outside, an identity becomes stronger. Task of education is to give students insight in their own social identity and to learn them to make choices on life and career out of their own identity. To come lose of their own social reality students are in need of value free acceptance, involvement and support from others as teachers, counsellors and coaches.

Furthermore societies have become more multi cultural. The social-cultural diversity has increased in more than one way. This leads generally to two reactions for the individual:

1. Withdrawal into the personal social-cultural group (for example a group based on ethnicity, status, religion etc.)
2. A feeling of displacement (you belong to so many groups that you feel yourself nowhere at home anymore).

The social weak and entrenched groups tend to pull back and obstruct.



## Social-cultural systems

<u>Fatalistic system</u> <ul style="list-style-type: none"> <li>- Isolation</li> <li>- Displacement</li> <li>- Exclusion</li> <li>- Apathetic</li> </ul> <p>For example: refugees, lower classes, the poor</p>	<u>Hierarchical system</u> <ul style="list-style-type: none"> <li>- Different social classes</li> <li>- Ordered society with importance of traditions</li> <li>- Government interference</li> <li>- Blaming the abnormal groups</li> </ul> <p>For example: class society</p>
<u>Individualistic system</u> <ul style="list-style-type: none"> <li>- Free thinkers, entrepreneurs</li> <li>- Quick adaption's to changes</li> <li>- Competition</li> </ul> <p>For example: USA</p>	<u>Social enclave</u> <ul style="list-style-type: none"> <li>- Inclusion in your own group</li> <li>- Excluding the 'others'</li> <li>- Strong feeling of moral superiority</li> </ul> <p>For example: Islamite fanatics, gangs in ghetto's</p>

Fig. Social-cultural systems by Douglas (2002)

In each society above systems exists next to each other. With which system you want to identify yourself as an individual depends on your strongest identification with one of the systems. This defines your choices in life and the opportunities in life you see or create. The idea of “as born as a dime you can never become a quarter” belongs for example in the fatalistic system. Thoughts as “I can not become what I want to be, because they discriminate me” belongs in the enclave system. In education all these points of view come together (literally also in a group of students).







They want to prove themselves, like to excel in an occupation and want acceptance by being successful in their work. Teachers on the other hand tend to focus in their coaching mostly on the ‘journey’ approach. They think that students especially have to become ‘happy’ people and not only pursue money or status. The danger exists that teachers tend to lower their demands and that there will be inadequate attention for talent development. Enterprises are especially in need for people (employees) who can and will acknowledge both aspects: creative thinkers prepared for changes, flexible and capable of self management. They have to guard their own work-life balance, so they can perform better and can be productive longer (Law, 2009).

### **Applied learning and narratives**

Bill Law stresses the importance of gaining experience in career learning. In a career learning centred curriculum there is more room for learning from experiences. He stresses that a school has to direct career learning with time for reflection and with not too much focus on lessons and time-tables. Applied learning in projects and internships makes career learning visible for students, teachers and stakeholders outside the school. Applied learning is especially useful to give students experiences who breaks stereotypes. In this assumption the ‘lower class’ student will meet a chef in a chic restaurant. It makes it possible to get the students out of their comfort zone. In this way, applied learning needs a strong follow up in the school which means room for individual reflections and in (small) groups, recording of so called ‘turning points’ and the making of action plans by students. In short, it is not about applied (career)learning for its own sake, but about the outcomes and what a student is willing to do with them.

Narrative (or interrogate narrative) is, according to Law, an important instrument to be used. It can be used in small groups or for the individual. It is a technique that makes it possible for students to systemise their experiences and to investigate what those experiences can mean for their future and how you can further use the knowledge gained. By using the answers on your own stories in a storyboard (with drawings or words) the meaning of the turning points



becomes clear and a student can think of actions to proceed. So, it is not sufficient to only have attention for the story, but there also have to be guidance in the follow-up (relevance and transfer). At this stage, stereotypes can be broken and students can be taken away from their comfort zone (Law, 2010).

### **Fit to the finish: new career opportunities for older teachers**

Older teachers often express their feelings that the right balance in their relation with their school is gone. They think that the appreciation for their contributions are not in line any more with the efforts they have to make to stay an appreciated member of the school organisation.

They have the strong impression that their experience is not valuable anymore and that they are being overtaken by younger colleagues. Even more frustrating for them is the idea that they can not transfer their knowledge anymore in an educational system which is focussed more and more on competence based education where their role is changing from teacher to coach.

Furthermore, older teachers suffer from stereotypes. So to speak they are reluctant to innovations and changes. They want to leave everything as it was. They want to go back to the early days when everything was better. They have no notion for younger students, they can't empathize to the world of youngsters etc.

Schools also have images of older teachers. The organisation is better off with employees who are innovative, wants to go ahead and are full of new ideas. It is said that these competences does not fit the teachers older than 50, already for a long time employed by the school. But, schools use the talents, power and wisdom of the older teacher in an inadequate way, because schools think that the power, insights and wisdom does not contribute to new ways of education and are more inhibitory than stimulating.

Thus, the older teacher moves away mentally from his school because the school does not recognize his added value for the further development of the school.



In many schools, there is no policy on older teachers. Measures often continue to stab in keeping them of the wind. For example less time in the classroom, more coaching and accompaniment, more extra leave etc. These measures in fact leads to an intensification of contradictions between young and old and intensify the stereotypes that exists of older teachers.

This all is counterproductive when it comes to the development and exchange of knowledge.

It demands a structural approach in an organisation to use in a smart way the potential of knowledge and the development of new knowledge. Older as well as younger colleagues have to play their role. The added value of older teachers is not found in their explicit knowledge but in their personality based on experiences and insights, just ready to be used for the organisation. (KPC internal memo 2010).

The method of the five career competences of Meijers & Kuypers can help in finding the right path for older teachers. They can discover their current position at school and the position they personally want to have (Meyers & Kuypers 2006).

Based on research Meijers and Kuijpers distinguish five career competences: reflection on quality, reflection on motives, work exploration, career guidance and networking. These five career competences are important not only for older teachers, but also for every student, job-seeker and employee. They can better control their career when using these competences.



- |   |                          |
|---|--------------------------|
| - Who am I, of what am I capable of?    | -> reflection on quality |
| - What do I want, what drives me?       | -> reflection on motives |
| - What kind of work fits me?            | -> work exploration      |
| - What will be my occupation?           | -> career guidance       |
| - Who can help me in my search/journey? | -> networking            |

Fig. Five career competences of Meijers & Kuijpers

### **Model of Learning for Living**

The new concept on career and life education in our European project links work and life and is thus called Learning for Living. It is tributary to the work and thoughts of professor Bill Law.

#### **Aim of education:**

The aim of education and training is to enable youngsters/students to make choices and decisions related to their life's. What counts is the question which lasting contributions you like to make to the world around you. Education gives – by way of career education - students the opportunities to break away from their own social context and so give up stereotyping.

Education is in need of the (further) development of a career centred curriculum and an amplification of the coaching of the student, (in our project by older teachers).

#### **Active involvement of coaches:**

Coaches and companions have to show an active concern in the coaching process. This means that the coach needs to be capable of accompanying students in their learning process with the use of skills and personality traits. First of all the coach needs to be capable to recognize his own process thoroughly. He has to know what choices he had to made in his own life, what role his own social context played etc. This 'self knowledge' is essential and furthermore self



reflection has to give insights how turning points in life leads to meaningful learning moments.

### **Learning environment:**

The combination of working and living is paramount. Employers are especially in need of employees who have the right work-life balance and know how to guard this, stay healthy and have a vision on what is important for them. For this a variety in formal and non formal learning is needed, inside and outside the school.

### **Turning points:**

Students need to have a lot of opportunities to gain meaningful experiences. They can gain experiences at school, but mostly in internships, small jobs to earn some extra money, sports or hobby activities and in volunteering for society. In Learning for Living, ‘experience’ is more important than ‘transfer of knowledge’. Particularly the so called ‘turning points’ lend themselves for reflection. This requires another kind of dialogue, mostly done at schools.

### **Quality of accompaniment:**

A good quality of accompaniment and coaching needs another role and attitude of coaches: sincerity, understanding, positive attention, empathy, a flexible and open relationship. Coaches need to operate free of prejudices, have to be capable to ask open questions and do not have to judge too early on the steps the student is taken. A good coach is able to project the experience of today towards the future.

### **Instruments:**

The use of the five career learning competences of Meijer & Kuypers helps students and older teachers to gain insight in their own growth and development and is a thread in the curriculum as well as in the coaching process.

‘Interrogate narrative’ or ‘questioning storytelling’ are active methods to create a basis for the exploration of turning points. Storyboarding is a method in which students (and older teach-



ers) deepen relevant experiences and are able to seek connections from the present to the past with meaning for the future (Law, 2010b).

Peter van der Baan with reference from Bill Law

Rosmalen, 13 February 2011

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# **”GOING GREEN” AND “SUSTAINABLE” FOR A “RESPONSIBLE LIVING”: RESEARCH AND EDUCATION IN AN EMERGENT ECONOMY**

Müberra Yüksel



## I. INTRODUCTION

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 have 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. Environmental, social, and economic sustainability changes, from local to regional or global scales, appear to be connected to most every significant human action at different levels of analysis - whether individual, organizational, or societal. From natural resource extraction through manufacturing and service delivery processes to material and energy waste, people significantly impact themselves and the rest of the natural world on an ongoing and often destructive basis. Fortunately, we have recently become aware of the human and natural crises we have collectively generated and identified a wide range of options potentially available to address these crises, and to a lesser extent, have begun to implement these solutions. As Philip Kotler states: “Advertising is on the decline; the future is in Corporate Citizenship.”

Business schools are paramount among those organizations that ought to accept responsibility for causing, as well as for developing possible approaches to addressing, these sustainability crises and transform their education and their economy by greening them. In a prior study, we had attempted to determine the existing priorities of business administration departments through content analyses of curricula in Istanbul (Yüksel and Bilsel, 2010). After summarizing the findings, I will first propose a taxonomy based upon this exploratory analysis of programs. Then, I will give suggestions for designing a course for graduate business students from competency framework.



## II. THEORETICAL FRAMEWORK

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” --Alvin Toffler.

Recently, social responsibility and sustainable development concerns are accepted as significant in both marketing communications and management practices as strategic business areas. Habermas, Roberts and others have all disapproved of a positivist approach on social and environmental issues, since such an instrumental narrow view reduces CSR to CSP, i.e., corporate social performance metrics (Scherer & Palazzo, 2007); or it solely stimulates the manufacture of ethical appearance- looking good to others (Roberts, 2003). As Ulrich Beck states, social or ecological issues are always constructed as discourses in “a risk society with a limited duration and limited action space”; that is why reinventing politics and policy and deepening of democracy by going beyond tacit neoliberal consensus and searching for progressive alternative futures is needed (1997). Habermas proposes a multi-track model of policy-making incorporating formal and informal domains of public opinion so that legitimacy of the system is grounded on both a “normative and communicative rationality and actions” rather than merely technological or instrumental rationality (Timur, 2008:193-206). He separated popular culture and mass media such as spectacular entertainment on television that often keeps the masses occupied and isolated from politics, including `deliberative democracy` and social control and engagement by stakeholders.

Aras & Crowther (2009) have regarded corporate governance as the ultimate goal of sustainable excellence and found out that most firms at least complied with codes and CSR policies, if not with triple-bottom line reporting and other actions to be taken. In their theoretical model, the first five stages of development starting from window-dressing to sustainability reporting, they suggest that only internal stakeholder engagement is possible. For external stakeholder engagement and sustainability, corporate governance with its four tenets (transparency, accountability, responsiveness and fairness) that balances rights with responsibilities



have to be enhanced. Aras & Crowther have employed content analysis of annual reports of 40 companies from ISE 100 (Istanbul Stock Exchange) and evaluated with a comprehensive checklist of sustainability measures on four themes on culture and employee, societal influence, environment and finance. They have found that all of them have emphasized financial sustainability and culture-employee aspects more than either societal influence and environment metrics (2009).

In a prior presentation, we have proposed a preliminary model of responsible citizenship and responsive stakeholder management based primarily on Habermas's premise of deliberative democracy whereby goals are collectively defined at the institutional level (Yüksel and Kalkan, 2009).

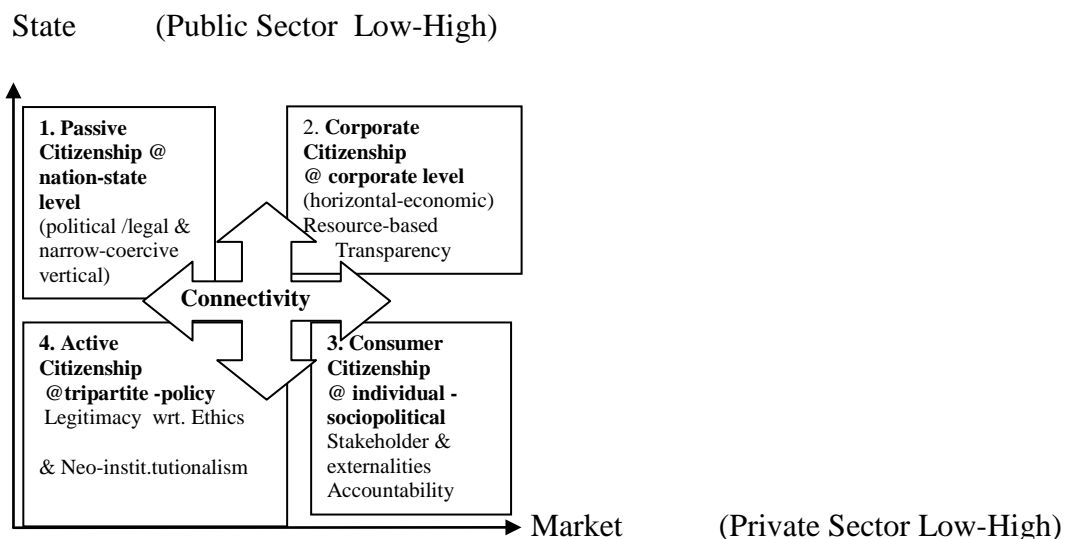


Figure – 1: An Alternative Model based on Multi-stakeholder Management (Yüksel ; 2010)

The assumption in the model for the sake of brevity is that the quadrant 2 , i.e., corporate citizenship is embedded in both management practices and marketing communications, while in quadrant 3 consumer citizenship is embedded in socialization (media and education) and stakeholder control, while it is primarily embedded in political discourse in the 4th quadrant. New balances need to be found concerning dilemmas between freedom and regulation (effectiveness) or, rights and responsibilities (equity) and ethics versus efficiency issues. “Deliberative democracy” is based on discourse, public deliberation and direct citizen participa-



tion. “Legitimacy is guaranteed only insofar as the legal order is constituted as a process that feeds back into the arena of citizenly debate”. Thus, communicative action is not limited solely to decision makers and civil society is integrated in the policy making process. Lastly, the resource dependencies, interorganizational issues, corporate governance (transparency, accountability and legitimacy) pressures compel curricular “isomorphism” with organizational role models via funding means and network and certification affiliations like accreditation, standardization through processes like Bologna in the EU (Meyer and Scott, 1983).

The below Fig. -2 reveals how a public policy from a stakeholder perspective can integrate public participation and cost-benefit analysis into normative decision-making processes, in order to promote integrated policy management that takes into account externalities. The stakeholder analysis constitutes the preliminary step in the planning and organization of the participatory process, whose aim is to inform the public about the most relevant issues of the area and about the purposes of the project, to collect information, ideas from the citizens and to involve actively the public in the decision-making process in order to identify a set of shared measures and actions to improve public policy-making and community involvement (See Postel et al, 2009:80-).



RISK (Low-High)

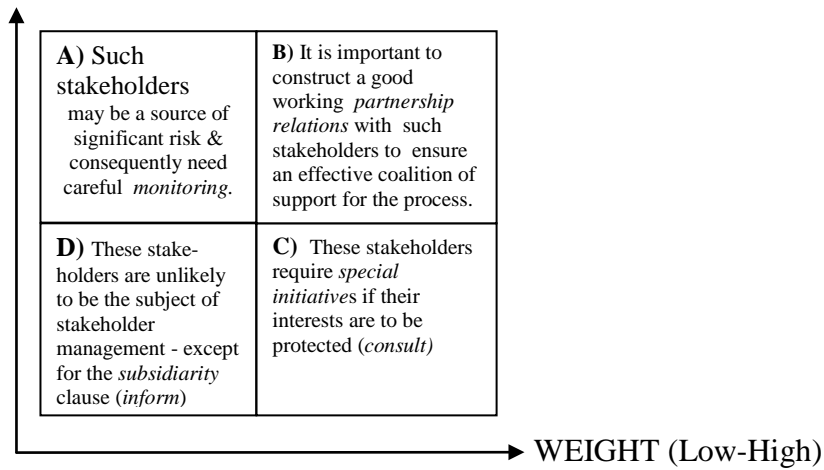


Figure - 2: Stakeholder Participation Matrix (Public involvement level with respect to influence)

### III. SUMMARY OF FINDINGS

There were about 50 foundation and 95 state universities in Turkey as of 2010. Out of the 28 foundation universities in Istanbul, 4 of them are brand new, only 20 of them have business schools. Bilkent University located in Ankara is also in our sample since it is the first foundation university that has set the standards since 1984. Out of these 20 universities of Istanbul, 15 of them had (i.e., Koç, Sabancı, Özyeğin, İstanbul Aydın, Bilgi, Haliç, Yeditepe, Bahçeşehir, Beykent, Doğuş, Kadir Has, Maltepe, Okan, Arel and Bilkent) their course contents on their web sites.

We have come up with 8 major categories of course content related to the concept of “responsible citizenship” which are corporate citizenship, social responsibility, environment, leadership and competencies, sustainability, critical social issues (including human rights), civil society and entrepreneurship. (See Table 1).



Categories	Corporate Citizen- ship	Social Responsibili- ty	Environmen t	Leadershi p	Sustainabilit y	Social Issue s	Civil Societ y	Entrepreneurshi p
# of courses	2	7	9	2	3	3	6	14
Percen- tage	13.3 %	46.6 %	60 %	13.3 %	20 %	20 %	40 %	93.3 %

Table 1: Distribution of courses among categories

There are only two courses offered with respect to citizenship in a comprehensive framework: “Politics of citizenship” by Sabancı University and “Identity and Citizenship in EU” by Bahçeşehir University. This crucial subject which we think enhances individual competencies as well as common sense and initiative with due regards to human rights issues and responsible civic behaviour definitely needs scrutiny. Corporate citizenship is also a prominent issue in terms of highlighting the consequences of irresponsible consumption and production behaviour as well as organizational behavior. Thus, raising awareness and transforming attitudes and conduct of both students and future administrators / opinion leaders as engaged stakeholders are the two major goals. Sustainability has also not been sufficiently and centrally incorporated into the curricula. For instance, Özyeğin University offers “Sustainability” as a subject matter in its English language courses among elective courses rather than a core compact course in its own right.

The only university that tackles the issue of sustainability extensively and critically seems to be Kadir Has University with the course offered under the title of “Sustainable development”. In this respect, both corporate and social responsibility have rather been added rather than integrated into the course curricula of the business departments due to its relevance to new business goals and/ or as well as corporate PR strategies. The only university which does not offer any courses related to the above mentioned 8 categories is Arel University which is one of the brand new foundation universities (See Table 1). One may state that university curricula suggest that neither graduate nor undergraduate level curricula of BA(even when all the



departments are included as on Table 3 on the next page) are ahead of business in terms of being “environmentally concerned”, “green”, “sustainable” or “ socially responsible.” Kadir Has University and Doğuş University are the two main institutions that have given highest priority in general; however, even their curricula do not seem to have a multidisciplinary model of education or a balanced perspective of both human and physical aspects of responsible living. In the near future, the topics of corporate citizenship, leadership and sustainability have to be given more emphasis and treated as core courses within the framework of formulating future curricula.

#### **IV. CONCLUSION**

After summarizing the limitations of our research such as: we have neither had focused on a case study (e.g., the overall curricula of Kadir Has University ) as a benchmark case and developed an alternative graduate level green management course completely. However, based on this research, we may still present our general recommendations for future curriculum such as the learning objectives: recognizing ethical dilemmas, evaluating how stakeholders will be affected and making ethical decisions with concern for (un)intended consequences.

Courses that enhance critical and systems thinking of learners seem to be the major prerequisite for such learning goals.



Table 3: Distribution of courses among categories

	1. Corporate Citizenship	2. Social Responsibility	3. Environment (inc. Global or Economics courses eg. Energy, resources)	4. Leadership competencies (inc. Ethics)	5. Sustainability (inc. Social or financial risk)	6. Social Issues (inc. Health/ Human rights)	7. Civil Society	8. Entrepreneurship
Koç University	(1) <sup>22</sup>					(1)	1	1
Sabancı University	1 (1)	(1)				1 (1)		1 (1)
Özyeğin University					1			1
İstanbul Aydın University		1						
Bilgi University			1			1 (2)	(1)	
Haliç University		1		1			1	1
Yeditepe University		1	(1)				1	
Bahçeşehir University	1 (1)				1	(1)		2 (1)
Beykent University			2	1			1	1 (1)
Doğuş University		1	2 (3)	1 (2)	(1)	1 (1)		1
Kadir Has University		1	2	(1)	1	(1)	1	3
Maltepe University		1			(1)			1
Okan University		1	1			(2)	1	1
Arel University								
Bilkent University			1 (1)	(1)			(1)	1 (1)
Total	<b>76</b>							46 (30)

<sup>22</sup> The number of courses in paranthesis refers to either graduate courses or courses offered at other departments (e.g, political science, international relations, economics...of the Faculty of Administrative Sciences).



While education on sustainability particularly among business school is either limited mostly to financial, ecological or entrepreneurial aspects of sustainability, both social (e.g. safety and health issues) as well as human aspects such as human rights, social responsibilities and business ethics or legitimacy concerns or linkages between health and environment issues are often overlooked. For instance, business ethics is concerned both with developing codes, concepts, and practices of acceptable business behavior and with carrying out these practices in all business dealings with its various stakeholders. Raising awareness among students is highlighted. Yet, the stakeholder perspective and critical competencies of students to address the relevant questions are ignored. Neither greening courses nor mainstreaming integrating environmental or social sustainability issues to curricula might be possible solely by adding course content rather than redesigning programs for transformation. As long as sustainable development and productivity is not integrated into the university accreditation system as in the Netherlands, or at least integrated into the competency-based dynamics of the Bologna process as in the EU countries, additional courses to already overcrowded educational programs themselves will not be sustainable.

It is known that for some corporations, social and environmental performances are seen as a source of competitive advantage or a condition to be competitive. Many evidence shows social responsibility efforts are simply public relations exercises. Classical corporate governance focusing profit first still remains. Companies are either only undertaking the projects for a short term and they dialogue with only shareholders without engaging in any process of dialogue with their other stakeholders to find out their demands. That is why stakeholder identification and their involvement to build and maintain a resilient society that is prepared for future climatic changes along with social risks are significant issues. Collaboration between government, business and civil society actors is an urgent imperative for moving forward with sustainability and solidarity. Living more simply so that other can simply live as Gandhi had stated, makes for greater personal well-being and a deeper sense of meaning in life. Liv-



ing in a way that allows other people to live as well is being responsible to all natural resources and respecting others' rights. What path the established political or development establishment may usually take in a specific context of emergent economies is a complex question to which neo-institutionalism, normative stakeholder theory leading to deliberative democracy might shed light upon.

. Social primacy approach for Emergent Economies (Postel, et al: 2009)



Fig. 3. Identification of & prioritization between stakeholders

Some research questions, issues, and interview topics that might be regarded as food for thought for future studies are like:

- What sustainability topics are most important to address in business curricula, from the perspective of both business and society? Do these differ by region (e.g. emerging markets versus developed countries)?
- How can education help enhance this “triple bottom line” approach and outcome?
- How can business students effectively learn to appreciate the diversity of sustainability-related scientific opinion but not be led into non-decision and indifference because of this variety or technical complexity?



- How can the business topics of (social) innovation, entrepreneurship, globalization, competition, ethics and collaboration as well as human rights, health and safety measures be effectively integrated with sustainability topics into business-and-sustainability curricula?
- What best practices currently exist among universities? How common is stakeholder involvement at present? Do stakeholders know the advantages or disadvantages of being unengaged?

Management is based on different frameworks as to how companies could be run to create an “optimum value”. While the resource-based theory suggests that organizations are in a strong position to generate higher earnings when they are in possession of resources that are valuable in the market, it calls for aligning business and marketing strategies of the firm. Resource-based standpoint emphasizes short term finance and it is neutral on normative grounds. Yet, most management decisions are value-laden since they influence the welfare of both the internal and external stakeholders of the firm. The normative stakeholder perspective argues that firms which treat their stakeholders fair by taking their needs into account when making decisions, will have the opportunity to create more value in the long run. Consequently, the stakeholder management view calls for aligning business management with human resource management of the firm.

The proponents of the globalization thesis argue that cross-national patterns of corporate citizenship will converge on either the shareholder-centered model, or some hybrid between the conventional owner or shareholder model and stakeholder models typically found in the continental Europe. The hybrid model combines features from both the shareholder and stakeholder models, defined by a less clear separation between dispersed ownership and managerial control. Since most resources are connected to several stakeholders of the firm by integrating these two complementary theories through “corporate citizenship as the process” to “the creation of value as the ultimate goal”, we might conceptualize a model for managers



with respect to rights and responsibilities towards stakeholders. That way, both sensitizing learners to cross-cultural similarities and differences and balancing costs and benefits of managerial decisions on various stakeholders may be examined.

Offering timely course and addressing current issues would make students prepared for “green-collar” jobs of the future. The first model reveals a converging dynamic of curricula content among universities through isomorphic diffusion of quality assurance, codes, value statements and recognition of competencies, while questioning the possibilities of institutionalized misconduct might be hidden behind a “legitimacy façade” through decoupling just like the competitive and vulnerable corporate identity and reputation frames of corporations (Roberts, 2003). On the whole, human rights, labor rights, corporate governance, respect for cultural diversity and sensitivity to social and cultural impact are broad and common issues, however, if there will be a consensus on guiding principles of CSR curricula at different levels of analysis remain to be seen.

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## 2.5. Teacher Training



# **SUSTAINABILITY AS A CORE COMPONENT OF ENGINEERING ENGLISH COURSE AT TECHNICAL UNIVERSITY**

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## INTRODUCTION

Education for responsible living provides opportunities for learning about the systems and processes connected to consumption. It involves relearning and reorganizing information in wider contexts. An attempt was undertaken to rethink and restructure the Engineering English course and some majors in the light of the international PERL (Partnership for Education and Research about Responsible Living”) project assumptions. The practical involvement in the PERL project, its valuable methodological and strategic materials provided a hands-on experience and initiated conceptual changes in selecting the study content of Engineering English, both in its online and offline studies. The notion of dynamic and sustainable development was integrated into the English course at various faculties of RTU. What are the most significant gains and reflections in the light of the above mentioned attempts?

Each of the subject areas approach ‘sustainable development” differently, but it serves the common purpose of educating highly professional, creative personalities. The most commonly used definition of sustainable development is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Our Common Future, 1987 in [www.perlprojects.org](http://www.perlprojects.org) ).

AIMS of the research were as follows:

- 1.To study the notion of sustainability in the context of research and education for responsible living;
- 2.To design the (online and offline) course content in Engineering English in the light of sustainable education, in cooperation with the experts of the majoring areas (namely, Environmental Science)
- 3.to integrate sustainability and creativity into the online and offline modes of Engineering English .



## METHODOLOGY

The aim of the Education for Sustainable Development (ESD, especially in the interrelated areas of technical disciplines (e.g. Environmental Science, faculty of Power and Electrical Engineering) and a foreign language at university, is to empower individuals to actively participate in shaping an ecologically sustainable, economically efficient and socially just environment, while remaining mindful of the interconnectedness of the local and global dimensions” (O’Donoghue, Cusak 2008). “The relationship between education and sustainable development is complex. Sustainable development is generally thought to have three components: environment, society, and economy (Education for Sustainable Development Toolkit 2006: 10). Conceptually it is related to the UN proclaimed initiative to address the years 2005 to 2014 as a global “Decade for Sustainable Development”.

Sustainable Development is a trans-disciplinary area requiring interactive, participative and reflective approaches. “Learners need to be able to construct their own understanding, meaning and values, as a step to the collective search for a sustainable future” (O’Donoghue, Cusak 2008). The Rio Declaration on Environment and Development suggests 18 principles of sustainability (Ibid., 10), among them:

- Development today must not undermine the development and environmental needs of present and future generations;
- Nations should reduce and eliminate unsustainable patterns of production and consumption, and promote appropriate demographic policies
- Sustainable development requires better scientific understanding of the problems;
- In order to achieve sustainable development, environmental protection should be constitute an integral part of the developmental process, and cannot be considered in isolation from it. (In Education for Sustainable Development Toolkit 2006: 10, 11).

The content of the Engineering English course is aimed at mastering the language for both professional and research needs, as well as fulfilment 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. It is included in the online and offline course of Engineering English at the faculties of Riga Technical University (RTU) (computer engineering, architecture and urban planning; civil engineering, power and electrical engineering, etc.). In all these sections of Engineering English sustainability is being embodied and finds its specific implications and solutions. Thus, the integral notion for the course is sustainability, which is closely related to “Research and Education for Responsible Living’ (PERL project).

What learning patterns are important in building up a competitive, but also sustainable knowledge? The language instructors acquainted with the philosophy of the PERL project, closely cooperate with the colleagues of majoring disciplines. Sharing the approaches and ideas of the project, the work is also going on about rethinking the content of the related major discipline and English, for example, in the field of “Environmental Science”(Fig. 1).

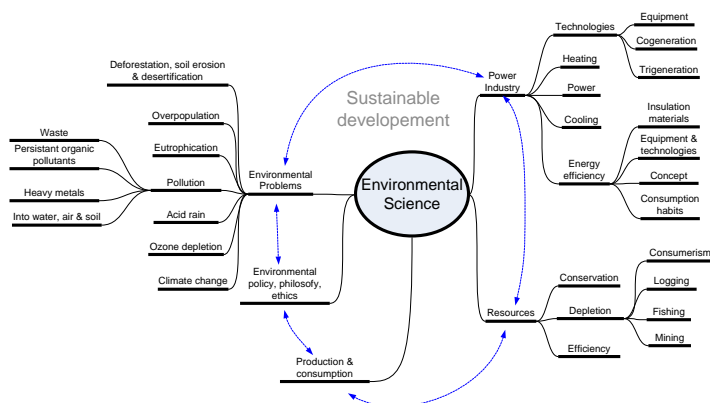


Figure 1 The core components of the major “Environmental Science”, and Engineering English in the light of a sustainable development

According to the above approach, the content of the course material corresponds to the most essential, generalized (‘core’) concepts and situations. It significantly eliminates fragmentation of the study material and resulted in a smaller number of texts and learning



tasks, as they corresponded to the generalized and most essential ('core') concepts and situations which may help to transfer the acquired knowledge and skills flexibly to new professional situations in the future. A related objective was to help the students follow the lectures of visiting lecturers in English, as part of the curriculum.

The concept of renewable versus non-renewable resources provides the cornerstone of sustainability (Maczulak 2010: 8) "Do people have any real chance to affect the entire planet and preserve the natural wealth? Environmentalists think everyone can indeed make a difference in building sustainability by following three 'rs' – reduce, reuse, and recycle. Energy companies would be wise not to deplete resources faster than the Earth replaces them, a process known as recharging (Ibid.) (Fig. 2).

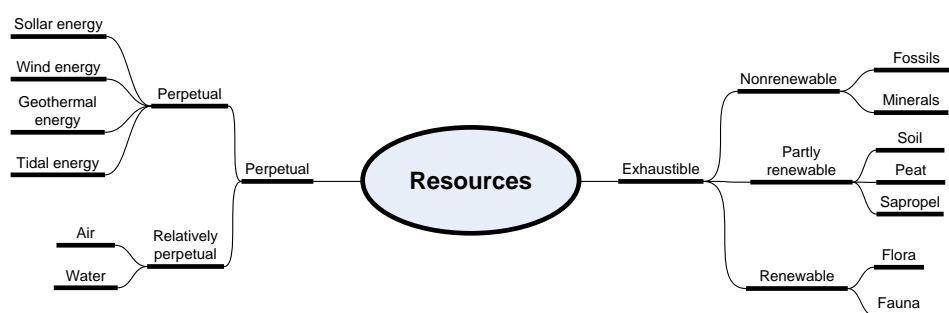


Figure 2. The basic components of the module "Resources" in Engineering English

In pointing out the core components in cooperation with the field experts, the language instructors are aware of the interconnectedness of the course materials to avoid duplication. The approach about pointing out the (invariant) core components has been characterized by some of the leading researchers (Galperin, 2000; Davidov, 1999; Lompsher, 2000, etc.). This approach was practically implemented as part of the English course design for the Environmental Science students.



## **Sustainability and creativity**

In designing the course, its developers also took into account the ‘zone of proximal development’ (ZPD of the learners; the term introduced by Vygotsky. When explaining the developmental function of the ‘zone of proximal development’, Vygotsky pointed to the ‘actual development as determined by independent problem solving ..(and)...potential development as determined through problem solving under adult guidance or in collaboration with more capable peers’ (Vygotsky, 1978:86). In a Vygotskian framework, we speak of a lifelong “zone of proximal development” as “past acts, current experiences, and future plans expand and mobilize the resources of creative individuals” (Ibid.). “Creativity forms lifelong zone of proximal development that contributes to the sustained development of creative personality” (Moran & John-Steiner, 2003:78).. It is also stressed that students’ creativity is connected with their ability to see the whole earlier than its separate parts (Davydov, 1999; Galperin, 2000; Lompscher, 2000, etc.). The conceptual interpretation of the role of the social-cultural context in the development of creativity (Vygotsky, 1978; Leontyev, 1966 ), the inherent relationship between the external and internal activity, and the hierarchic and dynamic structure of the activity components laid at the basis of the methodological approach in designing the course in Engineering English..

The concept of sustainability and its practical implications are closely related to creative thinking and the ability to make responsible, flexible and creative decisions. Edward de Bono, the originator of lateral thinking and an acknowledged international authority in the field of lateral thinking, writes that ‘creativity need no longer be a mystery or a special gift – it is a skill that can be learned and applied ‘(deBono, 1995). He underlines the importance of escaping traditional stereotype approaches and solutions and developing the ability of seeing and making new connections which might lead to unordinary and efficient ideas and solutions. An attempt has been made to implement it practically in the context of a blended



learning of Engineering English (active methodology in class, e-studies, independent and team work when integrating both) ((Rumpite, 2008).

In analyzing the concept of sustainability in their major and dealing with certain energy sources, the 1st and 2nd year students pointed to four basic criteria of a sustainable energy source: 1. the impact on the future generations; 2. energy efficiency; 3. environmental impact; 4. energy independence. On the basis of the above criteria, students highlighted their vision of an energy source. For example, “Is nuclear power sustainable”? “Are renewable energy sources sustainable”? “What could make them sustainable?”, etc.). Students applied such creative thinking techniques as “Consider All Factors”(CAF); “First Important Priorities”(FIP); “Plus, Minus, Interesting”(PMI); “Other People’s Views”(OPV); “Stepping Stone”; “Concept Challenge”; “Remove Faults”; “Combination”. The ‘classical’ thinking techniques – brainstorming, metaphors and analogies, visualization and imagination, inquiry technique, etc, were used. To understand the logic of any technical text students applied drawing mind maps (Buzan 2005). Thus, the aim was to promote efficient, deductive thinking, pointing out graphically the interlinked basic components and supporting details. It also trained the students’ skill to quick reading and perception of the interconnectedness of the information. Mind maps turned to be an effective thinking tool.

The above creative techniques were also applied when supplementing the Engineering English course with advanced teamwork technologies Think Tank (GroupSystems company), and Zing (Zing Technologies Pty, Ltd). (Elliot, Findlay, Fitzgerald, Forster 2004). The e-course pursued the goal of integrating creative learning methodology with e-learning in the online course of English. Creative e-learning, was defined as the integration of creative learning methodology with e-learning facilities to enhance the creative abilities of the target audience (Rumpite, Zuga, Ritins, 2007).

20 first year and 26 second year students wrote an essay to share their understanding of the state-of-the-art and future vision of the interpretation of sustainability globally and



specifically regarding the choice of the energy sources. The suggested goal was not only to cope with the existing ways of environmental pollution, but also to point out the causes and project the ways how to avoid polluting the environment. The problem situation included the following description:

“Four realities suggest that the current energy economy is not sustainable: 1. The demand for energy is growing and the raw materials for the fossil fuel economy are diminishing; Oil, coal, and natural gas supplies are not replenished as it is consumed, so an alternative must be found; 2. Most of the people who consume fossil fuels don’t live where fuels are extracted. This situation creates enormous economic motivation for the consuming nations to try to exert control over the regions that supply fuels; 3. Emissions from fossil fuel usage significantly degrade air quality . The resulting carbon byproducts are substantially changing the world’s climate. For many people and governments in the world the resulting health and climate impacts are unacceptable; 4. The fossil fuel economy puts people and nations under undue influence of energy suppliers. This lack of economic independence is unacceptable to many businesses and governments’ . .

In the debate with the students the following basic criteria of classifying an energy source as sustainable were pointed out:

whether or not the current use of the energy and the methods of obtaining it is something which could potentially permit into the future (for use of future generations); 2. energy efficiency. So far as much energy goes into the production of energy from the existing sources as the sources themselves generate; 3. the environmental impact; energy independence – some critics argue that energy is not sustainable if a nation is forced to rely on another nation to meet energy needs, even if the energy is renewable, non-polluting and energy efficient.

The students approaches were personal and well-thought-over, often providing fresh and unconventional arguments. Thus, K.L. has called his essay figuratively “The Age of Loans”. He writes that “.. we live in the age of loans. Nowadays, it seems that anything can be taken



on credit – lands, houses, cars, money, and lifestyle. The problem is that people tend to enjoy these goods without realizing how hard it will actually be to repay them later. We can still the consequences of the recent collapse of financial credit markets. However, few people understand that another, much more serious credit crash is getting closer – we are running out of loaned energy”. He suggests “.. a straightforward solution – if we want to maintain our comfortable lifestyle, we have to work extremely hard on finding new ways how to power it with sustainable and renewable energy. The Earth is kind enough not to ask back the energy that we have taken from it; but we should hurry growing up and getting on our own foot, and producing as much as we consume”. L.A. argues that “sustainable energy is about using energy wisely and using the energy from clean resources and clean technologies”. She thinks that “we should use more alternative energy sources, because they are sustainable, self-sufficient and renewable. They are also better for nature”. K.K. shares her vision – “.. as scientists say, fossil fuels are running out and we need to find new, efficient sources. To my mind, it means that we need to change our attitude, habits, and thinking to reach a sustainable quality of life”. J.Z. points out that we should also think on a wider scope about “Sustainable energy for Europe” which sets goals for the energy policy – the use of renewable energy, clean transport and alternative fuels He is for the use of biofuel as a way of sustainable energy. J.B. claims that “.. an efficient energy source should be cheap to produce, clean and safe to use”. I.M. provides her arguments why solar power could be considered sustainable. She believes that scientists will find a way how to improve our planet by introducing sustainable energy technologies which we will be able to use also in the future”. A.L. states that “.. we should get rid of polluting energy sources and substitute them with cleaner alternatives. If we can do it, we will solve two major problems at the same time – considerable depletion of fossil fuel and drastic reduction of CO<sub>2</sub> and other greenhouse gases”. I.G. concludes that “,, I really hope that we will be that generation which will seriously think about global problems and will introduce changes in the energy production”.



The essays provided the individual vision and care of each of the student of the energy sources and their impact locally and globally. Most of the students expressed their concern about the current situation in the energy production and use, and suggest that we should not struggle so much with the consequences, as to try to develop new technologies and approaches, especially, in the use of renewable energy sources, to avoid the further damage to the Earth and humankind.

**Integrating mass media.** The students were also invited to watch the popular TV show – debate, on crucial issues in the life of Latvia. One of the recent topics of discussion was the energy policy in Latvia – what it is now and what it should be. It was considered in the context/ within the framework of Latvia, the Baltic region and Europe. Later in class the available data were analyzed, the situation characterized, solutions discussed. Thus, the focus is not only on understanding a certain technical text, but to view it from the point of view of the possible decisions students will have to make in their professional life, their values and attitudes regarding sustainable development of the power sector in this country, which needs innovative, constructive and professional decisions. The role play based on the problem situation dealing with the constraints of the budget was conducted including different roles – stakeholders, customers (entrepreneurs, households), a leading power utility.

Integration of the new technologies into the learning process of a foreign language (FL) (additional CD-ROMs with the texts and different tasks in a FL in students' specialty). At the same time there is also an e-course with the online tests available, as well as the translation of the terms and other vocabulary (Word Assistant tool). The e-course comprises six flexible modules ("Amazing Achievements in Science"; "Our Changing World" (part of it in Fig. 3); "Live and Learn"; "My Chosen Field of Studies"; "Energy as the Driving Force of Sustainable Development"; "Born to Win"). It is an open e-course which the language instructors may adopt to the language proficiency level of the group, the chosen subject



matter and the online activities. The module “Born to Win” includes description of creativity techniques and case studies.

#### Particulates emissions

**Particulates** are tiny particles of solid or liquid suspended in a gas. There are both natural and atmospheric particulates. The biggest natural sources are dust, volcanoes, and forest fires. **Sea spray** is of particles though most of these fall back to the **ocean surface**.

Electrostatic precipitators can remove more than 99% of particulates from the flue gas. The system uses an electrical field to create a charge on particles which are then attracted by collection plates. Other removal methods include fabric filters and wet particulate scrubbers.

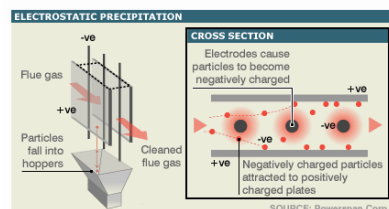


Figure 3. The use of Word Assistant tool in mastering terminology online

Another goal was to select a terminology which would constitute the ‘core’ terms of the power engineering field, integrating, first of all, the vocabulary dealing with the types and applications of renewable energy (Fig. 3).

In its *Fourth Assessment Report (AR4)*, published in 2007, the *Intergovernmental Panel on Climate Change (IPCC)* projects that, without further action to reduce greenhouse gas emissions, the global average surface temperature is likely to rise by a further 1.8-4.0°C this century, and by up to 6.4°C in the worst case scenario. Even the lower end of this range would take the temperature increase since pre-industrial times above 2°C - the threshold beyond which irreversible and possibly catastrophic changes become far more likely.

Projected global warming this century is likely to trigger serious consequences for mankind and other life forms, including a rise in sea levels of between 18 and 59 cm which will endanger coastal areas and small islands, and a greater frequency and severity of extreme weather events.

Human activities that contribute to climate change include in particular the burning of fossil fuels, agriculture and land-use changes like deforestation. These cause emissions of carbon dioxide (CO<sub>2</sub>), the main gas responsible for climate change, as well as of other ‘greenhouse’ gases. To bring climate change to a halt, global greenhouse gas emissions must be reduced significantly.



Renewable energy - can it reverse climate change?

The European Union has long been at the forefront of international efforts to combat climate change and has played a key role in the development of the two major treaties addressing the issue, the 1992 *United Nations Framework Convention on Climate Change (UNFCCC)* and its *Kyoto Protocol*, agreed in 1997.

Figure 4. Visual and audio material of the online course on the present and future use of renewable energy. Word Assistant tool is being implemented.

The Practical Guide to Developing Creative Thinking Skills (Rumpite, Surkova, 2010) available to the course participants, served as a means in implementing sustainability and creativity in the Engineering English course. It combines the explanation of the Creative Problem Solving (CPS) stages, corresponding creative thinking techniques (de Bono, 1996;



Buzan, 2005, etc.) and various CPS situations. One of its aims is to help educators select the most appropriate creative thinking techniques and learn to work out new or adapt CPSs. It is one more step towards a purposeful integration of creativity and sustainability in the Engineering English course.

Research is integrated into the English language studies from the very first semester at the university. Again it is based on the motivation and disposition of the students, their individual features and their attitude. Very much depends on the personality of the teacher – whether he or she is creative, knows the subject matter of the chosen technical/engineering material, i.e. has the background knowledge of the field, and works in close cooperation with the experts of the field.

## **CONCLUSION AND DISCUSSION**

The introduction of the concept of sustainability in the Engineering English course followed the principle of multidisciplinary approach, thus achieving integration of the foreign language studies and major technical subjects. In collaboration with the technical experts the core concepts were pointed out both in the subject area and Engineering English. The selected study content corresponds to the most essential, generalized concepts and situations. It results in a smaller number of texts and learning tasks.

The methodological approach adapted, included the selection of a challenging, motivating and meaningful study content corresponding to the professional needs and interests of the students taking into account the dynamic development of the professional area of the students, as well as the student age specifics and their individual peculiarities.

The students showed much more concern and understanding of the environmental processes. Apparently, it was due to the interdisciplinary approach when the subject matter in the course „Resources and materials” were enriched by the selection of the corresponding study materials and involving activities during the Engineering English course. Their values were



reflected in the classroom discussion, as well as in their essays and powerpoint presentations. It might be assumed that the students were internally motivated to take responsible solutions and promote an active attitude towards an irresponsible behaviour regarding the major issues in their field – to eliminate the causes and not so much the consequences of such a behaviour. Another important point is that the academic work of the students from the very first days at the university was combined with the research work. The tools here were the (English) language, the computer technology, including highly advanced team learning software. It was observed that a stimulating and supportive environment in class helped the students come forward with new solutions unleashing their creative potential, creative thinking abilities which permit to reach much more flexible and efficient solutions in the academic, research and professional area.

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# **“USING IMAGES AND OBJECTS AS A TOOL FOR TEACHING EDUCATION FOR SUSTAINABLE DEVELOPMENT AND RESPONSIBLE LIVING IN HOME ECONOMICS”**

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## Introduction

The Home Economics Department at St Angela's College, Sligo<sup>23</sup> and the Curriculum Development Unit of the City of Dublin Vocational Education Committee (CDVEC CDU)<sup>24</sup> are both Irish members of the Partnership for Education and Research about Responsible Living (PERL) network<sup>25</sup>. 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 support for the teaching of ESD and responsible living in the Irish Post-Primary Home Economics Curriculum.

## Background

In 2008 a resource entitled 'Education for Sustainable Development: 'Images and Objects' - Active Methodology Toolkit' was published by the CCN to support the delivery of ESD.<sup>26</sup> The Active Methodology Toolkit was developed by CCN members from eleven countries across Europe tasked with the development of teaching/learning resources focusing on the use of active experiential methodologies to support the delivery of ESD. The CDVEC CDU was the lead agency in the Toolkit initiative, taking responsibility for the compilation and editing of the resource. The production of the Toolkit was funded by the Department of Education and Skills (DES) in Ireland as part of their commitment to The United Nations Decade of Education for Sustainable Development (2005-2014).

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<sup>23</sup> St. Angela's College, Sligo is the sole provider for Home Economics teacher education in Ireland offering a four year Bachelor of Education degree programme and an M.Ed (Home Economics).

<sup>24</sup> The CDVEC Curriculum Development Unit is a centre for research, curriculum development and teacher education jointly managed by the City of Dublin Vocational Education Committee, the Department of Education and Skills and Trinity College Dublin.

<sup>25</sup> The PERL Network (2009-2012) is based on six years of work previously carried out by the Consumer Citizenship Network (CCN). PERL is a partnership of researchers, experts, educators and practitioners which aims to advance education for responsible living by focusing on consumer citizenship, education for sustainable consumption, social innovation and sustainable lifestyles. The Network is being carried out with the support of the European Commission within the framework of the Lifelong Learning Programme and Culture Directorate General.

<sup>26</sup> The Consumer Citizenship Network, an interdisciplinary network of educators from 131 institutions of higher education in 37 countries including The United Nations Environment, Scientific and Cultural Organisation (UNESCO), United Nations Environment Programme (UNEP) and international citizenship and consumer organizations was operational during the period 2003 to 2009.



The Toolkit details the rationale and background for the UN Decade of ESD and includes an overview of suitable ESD methodologies, with step by step instructions for planning and implementing ESD activities. The Toolkit focuses on delivery of ESD using visual stimuli and incorporates a set of images / photographs with supporting activities to provide a ‘quick start’ for teachers / facilitators from both the formal and informal education sectors wishing to integrate aspects of ESD into their teaching and learning environments.

The success of the Toolkit as an ESD teaching and learning resource is based on the fact that all of the activities were piloted in a variety of educational settings (post-primary, teacher education, adult education etc.) prior to inclusion in the final resource. The information and activities presented in the Toolkit are therefore accessible and user-friendly. The Toolkit was disseminated to all post-primary schools in Ireland and was utilised in initial teacher education programmes and in a variety of teacher/facilitator continuing professional development contexts. In Ireland CDVEC CDU staff pursued an experiential approach in the distribution of the resource whereby many facilitators / teachers participated in sample activities when receiving a copy of the Toolkit and were therefore more likely to utilise the resource in their own teaching. The Toolkit was also widely disseminated throughout Europe by members of the CCN network and has been translated into several languages, including Norwegian, Portuguese and French. Versions of the toolkit in Slovene and Icelandic are in development. In Australia the Toolkit was reproduced by The Home Economics Institute of Australia (HEIA) in their journal and PDF versions of the toolkit were disseminated globally. With a view to building on the success of the original generic Toolkit the CDVEC CDU and St Angela’s College, Home Economics Department, both partners in the PERL network, have recently initiated a collaborative project which aims to adapt and further develop the Toolkit



as a resource for teaching about sustainability and responsible living with a specific focus on the Irish post-primary Home Economics curriculum.<sup>27</sup>

### **Home Economics Curricula in Ireland**

Home Economics is a field of study and a profession which is situated in the human sciences but draws on a range of disciplines to achieve optimal and sustainable living for individuals, families and communities and is therefore an ideal curricular space within which to address issues related to sustainable development. The aim is to produce a resource which will help practitioners to integrate the principles, values and practices of sustainable development and responsible living into the Home Economics curriculum.

At post-primary level in the Republic of Ireland, Home Economics is offered as an optional curriculum subject at Junior Cycle (12-15 years), Senior Cycle (15-18 years) and also frequently offered as shorter, locally developed Transition Year modules.<sup>28</sup> The value of this curriculum subject was clearly recognised by the Chief Inspector of the Department of

#### **Education and Skills, who described Home Economics as:**

an applied, multidisciplinary subject that provides students with a wide range of learning experiences and the knowledge, understanding and skills necessary for living as individual and as members of a family. The integration and application of theoretical knowledge combined with the development of practical skills are at the core of Home Economics<sup>29</sup>.

The International Federation for Home Economics (IFHE) also identifies Home Economics as a “field of study that draws from a range of disciplines to achieve optimal and sustainable

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<sup>27</sup> As institutional members of the Ubuntu Network the Toolkit team (CDVEC CDU/St Angela’s College, Home Economics Department) have successfully accessed seed funding for the production of the adapted resource. The Ubuntu Network is a network of teacher educators from the range of third level institutions in the Republic of Ireland which supports the integration of Development Education/Education for Sustainable Development in post-primary initial teacher education. The Ubuntu Network is funded by Irish Aid, Department of Foreign Affairs.

<sup>28</sup> Transition Year is a post-primary gap year which is available between the three years of the Junior Cycle (12-15 year olds) and the two years of the Senior Cycle. The Transition Year Programme incorporates core curriculum areas such as Mathematics, English, Irish etc but also provides a space for teachers to develop locally-influenced curriculum initiatives and for students to engage in project work and community-based modules. See [www.slss.ie](http://www.slss.ie) for further information.

<sup>29</sup> Department of Education & Science Inspectorate (2008) Looking at Home Economics Teaching and Learning in Post Primary Schools. Dublin: Inspectorate DES.



living for individuals, families and communities”<sup>30</sup>. Compared to some other European countries, Home Economics in Ireland has developed as, and remains, a unified field of study. Essentially, this means that the core areas of the field; Family Resource Management, Food Studies and Textile Studies are practiced together for the betterment of individuals and families and provide “a holistic and integrative understanding of everyday life within an ecological system of interdependent parts”<sup>31</sup>. Pendergast (2001) also notably emphasises that Home Economics as a curriculum area:

...does not teach a skill for the sake of that skill, it teaches for application, it teaches informed decision making in endless scenarios, it teaches evaluative and critical thinking skills, it empowers individuals – no matter what their context<sup>32</sup>

The current Junior Certificate Home Economics syllabus was introduced to schools in 1991, being first examined in 1994<sup>33</sup>. The rationale for this curriculum is:

To prepare people in the important skills of living, as individuals and as members of a family. These skills will be of value in the establishment of a stable home environment and in employment and community-related activities<sup>34</sup>.

Junior Cycle Home Economics emphasises teaching methodologies which are principally student centred; the focus being “more process oriented than product oriented” and utilises a “variety of methods to develop cognitive skills such as investigative method, discovery learning and problem-solving...(and) independent study, including project work and practical investigation”<sup>35</sup>. Practical skills also remain a focus.

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<sup>30</sup> International Federation for Home Economics (IFHE) (2008) IFHE Position Statement, Home Economics in the 21st Century. Available at [www.ifhe.org](http://www.ifhe.org)

<sup>31</sup> Dennehy (2007) in Historical and Contemporary Reflections St. Catherine’s College of Education for Home Economics, Sion Hill. Dublin: Linden Publishing Services, p.63.

<sup>32</sup> Pendergast, D. (2001) Placid beginnings/turbulent times: Re-thinking home economics for the 21st century. Journal of Home Economics Institute of Australia, Vol. 8, No. 1.

<sup>33</sup> Department of Education (1990) The Junior Certificate Home Economics Syllabus. Dublin: The Stationery Office.

<sup>34</sup> Department of Education (1990) The Junior Certificate Home Economics Guidelines for Teachers. Dublin: The Stationery Office, p.2.

<sup>35</sup> Mullaney, I. (2007b) A Quarter Century of Change: The Home Economics Curriculum in the Bachelor in Education (Home Economics) Honours Degree, Trinity College, Dublin. Moran, A. Ed (2007) Historical and



The Home Economics Junior Certificate syllabus structure currently consists of the core study of five areas: Food Studies and Culinary Skills (40% time allocation); Consumer Studies (15%); Social & Health Studies (10%); Resource Management & Home Studies (10%) and Textile Studies (10%). There is also a choice of one optional study from three areas, each of which have a time allocation of 15% (Childcare; Design and Craftwork; Textile Skills)<sup>36</sup>.

The interlinking areas of textile studies, consumer studies and food studies in Junior Certificate Home Economics generates awareness regarding the positive consequences of sustainable and ethical consumption and use of textiles, clothing and food globally. As every consumer decision is a principled decision with ethical and ecological implications, the core areas of the Junior Certificate Home Economics Syllabus is charged with developing morally conscious consumer behaviour. “Teaching pupils the everyday skills of consumer education also enables them to choose lifestyles that are in harmony with the requirements for sustainable consumption and a sustainable development in general”<sup>37</sup>.

The current Irish Leaving Certificate syllabus for Home Economics was introduced in September 2002 and first examined in June 2004. The syllabus aims to provide progression from Junior Certificate while facilitating students:

to acquire and develop the knowledge, understanding, skill, competence and attitudes to contribute to a personal and family environment conducive to human development, health, leisure, security and happiness<sup>38</sup>

The programme consists of a mandatory core (80%) consisting of the areas of Food Studies (40% time allocation); Resource Management and Consumer Studies (25%) and Social Studies (10%). Additionally, students choose one optional elective from a choice of three

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Contemporary Reflections St. Catherine’s College of Education for Home Economics, Sion Hill. Dublin: Linden Publishing Services, p.74.

<sup>36</sup> Department of Education (1990) The Junior Certificate Home Economics Syllabus. Dublin: The Stationery Office.

<sup>37</sup> Consumer Council of Norway (2002) Consumer Education in Schools. Available from [http://www.aeforum.org/aeforum.nsf/0d9c6d2d9adcb53580256c5100355eb7/4fb39d99a776f40580256e4a0064e56/\\$FILE/NOR12004.pdf](http://www.aeforum.org/aeforum.nsf/0d9c6d2d9adcb53580256c5100355eb7/4fb39d99a776f40580256e4a0064e56/$FILE/NOR12004.pdf), p.5.

<sup>38</sup> Department of Education and Science (2001) Leaving Certificate Home Economics Syllabus. Dublin: The Stationery Office, p.4.



each with a time allocation of 20% (Home Design and Management; Textiles, Fashion and Design; Social Studies).

Sustainability has rightly become an important focus within Irish education at all levels. Education is vital in encouraging such sustainable lifestyles. Possessing a clear understanding of the way personal choices and decisions impact on the world can equip and enable young people to make better personal and professional decisions<sup>39</sup>. The focus of education has moved from content acquisition and knowledge about sustainability to an education for change which equips learners with essential skills, attitudes, and motivations for living and thinking sustainably<sup>40 41</sup>. Students who study Home Economics can cultivate an understanding of the interdependence of their everyday lives with the wider environment and with that of other human beings which are related to ethical and ecological sustainability<sup>42</sup>. The holistic and integrative approach of Home Economics across the areas of Food Studies, Textiles, Fashion & Design and Family Resource Management means the subject is ideally placed to integrate a wide range of sustainable development principles<sup>43</sup>. Home Economics education nationally and internationally has established ESD as a core value. In promoting recent World Home Economics Days, 2005-2008 themed; 'Home Economics Supporting Sustainable Development and Quality of Life for All', the discipline took responsibility for supporting sustainable development and improving the quality of life for all.

## **Methodology**

This development and adaptation of the Toolkit for the Home Economics curriculum is underpinned and supported by an action research study which involves first year Bachelor of Education (Home Economics) (B.Ed 1) students in St Angela's College, Sligo, Ireland. The

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<sup>39</sup> United Nations Environment Programme (UNEP) (2010) Here and now! Education for Sustainable Consumption. UNEP, Italy.

<sup>40</sup> Huckle, J. & Sterling, S. (eds.) (1996) Education for Sustainability, London, Earthscan.

<sup>41</sup> Sterling, S. (2001) Sustainable Education, Re-visioning Learning and Change. Dartington, Green Books

<sup>42</sup> Home Economics Institute of Australia (HEIA) (2002) Home Economics Education in Australia. <http://www.heia.com.au/heiasa/Understanding%20Home%20Economics.pdf> [Accessed 25th February 2011]

<sup>43</sup> Tormey, R., Liddy, M., Maguire, H., Mc Cloat, A. (2008) Working in the Action Research Nexus for ESD. International Journal of Sustainability in Higher Education.



research aims to investigate the existing curricular opportunities to embed sustainability issues and education for sustainable development methodologies in Home Economics.

This research project is being undertaken in five phases over an eighteen month period. During this time the adaptation and development of the Toolkit for the Home Economics curriculum will be documented. Currently Phase 1, 2 and 3 have been completed with preliminary results presented in this paper. A mixed method approach to the collection and analysis of pre- and post-intervention data was utilised.

Pre Intervention (Phase 1) participants were informed of the aims and objectives of the research project. Participants were then asked to complete a preliminary questionnaire which required them to identify words/phrases that they associate with Sustainable Development and indicate whether they had studied aspects of Sustainable Development previously. This assisted in building a profile of the background knowledge of the participants in relation to Sustainable Development. Subsequently, a questionnaire was distributed to all B.Ed 1 pre-service Home Economics teachers in order to ascertain their knowledge and attitudes towards the integration of ESD and responsible living in the Home Economics curriculum and was analysed using the Statistical Package for Social Sciences (SPSS) (Number 15) package.

‘Images and Objects’ Active Methodology Toolkit Workshop (Phase 2) involved a group work session organised and facilitated by members of the research team. This Phase involved participants working in groups to select an image or object which represented or related to sustainability and responsible living, an adaptation of the main activity detailed in the original generic Toolkit. As a result of this group work participants were afforded the opportunity to discuss their current understanding of issues related to sustainability and responsible living. Additionally, participants had the opportunity to discuss the potential for the integration of ESD within the Home Economics curriculum and the challenges associated with teaching ESD in a post-primary context. This data was recorded by each group and photographs were taken during the session.



Review of 'Images and Objects' Active Methodology Toolkit (Phase 3) of the research project employed qualitative methodologies of data collection. Participants continued to work in the same groups as Phase 2 and reviewed the original Toolkit to inform the adaption and development of a revised Toolkit specifically for Home Economics. Data from Phase 3 was recorded on group feedback sheets and subsequently analysed using thematic analysis. Data from Phases 1-3 will be utilised to inform the development of the Home Economics specific Toolkit.

The Intervention (Phase 4) of the action research will involve participants utilising the Home Economics specific Toolkit whilst teaching Home Economics. Subsequently, there will be a further qualitative technique employed to ascertain pre-service teachers' attitudes with regard to their implementation of this revised Toolkit as a methodology in the teaching of ESD and responsible living in Home Economics. Using a reflective diary, participants will be encouraged to reflect on the curricular relevance, and the use and effectiveness of the resource after each lesson they deliver while on teaching practise.

Post intervention (Phase 5) data will be collected using both a quantitative and qualitative approach. This will involve re-administering the pre intervention questionnaire to participants; analysing the reflective diaries and conducting a further series of focus groups in order to evaluate the effectiveness of the Home Economics specific Toolkit as a classroom resource.

## **Preliminary Results and Discussion**

### **Impressions of the 'Images and Objects' Active Methodology Toolkit**

As detailed in the methodology section, Phase 3 of the action research involved the use of qualitative methods of data collection. The B.Ed 1 pre-service teachers participated in group discussions and recorded their impressions of the original 'Images and Objects' Active Methodology Toolkit. The pre-service teachers were divided into ten groups and were asked to respond to a series of statements related to the original Toolkit. Groups were asked to rate



and comment on: the level of clarity of the information and instructions presented in the Toolkit; the range and quality of the photographs included; the applicability of the specific methodologies detailed in the resource and the general relevance of the Toolkit to the post-primary classroom. The ten groups rated the six statements on a scale of one to five with one being a poor rating and 5 denoting an excellent rating. The table below indicates pre-service teachers rating of each statement.



Statement	Poor 1	Fair 2	Average 3	Good 4	Excellent 5
Clarity of information provided in the Toolkit	0%	10%	40%	40%	10%
Clarity of the instructions provided in the Toolkit	0%	0%	10%	40%	50%
The range of photographs provided in the Toolkit	0%	10%	0%	40%	50%
The quality of the photographs provided in the Toolkit	0%	0%	20%	40%	40%
The applicability of the methodologies / approaches outlined in the Toolkit for use in the post-primary context	0%	0%	40%	60%	0%
The relevance of the Toolkit for use in the post-primary context	0%	0%	30%	50%	20%

#### Clarity of the information in the ‘Images and Objects’ Active Methodology Toolkit

While 80% (n=8) of the groups rated the clarity of the information in the Toolkit as either average or good, some comments indicated that participants experienced varying levels of understanding about some of the concepts and language in the original resource. Positive group statements included: ‘Each chapter was well identified and broken down into sections’; ‘Easily understood info...’; ‘Language is simple yet clear’; ‘Information displayed well’.

The original Toolkit includes, in the first few pages, information about the Consumer Citizenship Network (CCN), the CCN Active Methodologies Task Group 8 and their role in the development of the Toolkit. In addition information is provided about Sustainable Development, the UN Decade of Education for Sustainable Development (ESD) and brief



references to theory on the role of active teaching and learning approaches in ESD. This approach was taken by the CCN work group as it was seen as a useful way to provide necessary background information together with disseminating and publicising the work of the CCN network and its goals and objectives. However, one group of participants recorded concerns about the opening sections of the original Toolkit: 'There was a lot of information on the first few pages which was a little confusing at times'. Some groups expressed other areas of dissatisfaction, for example, 'The information was clear in some parts but unclear in others' '... the words were a bit complex' 'Clarity was good throughout however some phrasing should be explained...'.

There was a higher level of satisfaction with the clarity of the instruction with regards to the educational activities in the Toolkit with 90% (n=9) of the groups rating the clarity as good or excellent. Comments also reflected this high satisfaction level: 'Very good instructions and easy to understand'; 'All steps were outlined very clearly on what to do in an easy to follow method and reason for each step given'; 'Tells you what you need for activity and benefits of each step'.

### **The range and quality of the photographs in the 'Images and Objects' Active Methodology Toolkit**

With regard to the bank of photographs 90% (n=9) of the groups rated the range of photographs provided in the Toolkit as good or excellent and 80% (n=8) felt that they were of good or excellent quality. Positive comments about the range of photographs included: 'They were clear, descriptive and colourful, very appealing and good for facilitating different types of learning'; 'They are diverse, interesting...'; 'All very different which was good'. In contrast however one group felt that the photographs were: 'Nearly all too structured, to an extent too perfect... they were nearly too obvious as regards message depicted'.

Most participants indicated that the images were of good, clear quality: 'Very good quality, allowed me to look at a picture in different perspective'; 'Very detailed and life-like. All were



clear and visible'; 'Very clear interesting pictures...'. Several groups however commented on the photograph of the 'Parisian lights' which they felt was blurred. This photograph was deliberately included in the original Toolkit to show teachers/facilitators/students that they can take their own photographs and use them in activities even though they may not be of a professional standard. However, the rationale for inclusion was omitted in the original resource.

### **Applicability of the methodologies outlined in the 'Images and Objects' Active Methodology Toolkit for use in the post-primary context**

In relation to the methodologies outlined in the original Toolkit 60% (n=6) of the groups stated that the approaches were relevant for use in the post-primary context while 40% rated the resource as having 'average' applicability. Comments included: '...it puts emphasis on getting learners more involved, it also puts emphasis on group work'. Two groups (20%) felt that the methodologies and approaches were more suited to higher order learners or learners in more senior classes. However, this was contrasted by other groups who saw the benefits of using 'photographs for visual learners, also students with language differences' and the 'range of methodologies for using pictures so you can pick the best one that suits the class'.

Relevancy to the post-primary context was rated as excellent by 20% (n=2) of the groups while 50% (n=5) rated it as good and 30% (n=3) as average. In their comments participants indicated a range of areas of relevance in the post-primary context. These included subject relevance for example Home Economics, Civic, Social and Political Education, Social Personal and Health Education, English, Religion, Woodwork etc.; relevance for students with different learning styles; and age relevance in terms of being more suitable for older learners rather than younger learners. Other comments from groups included: 'Highlights the importance of sustainable development'; 'Develops thinking in relation to the topic' and 'All different types of activities included for each style of learning and all individuals can have perspective'.



## **Relevance of the ‘Images and Objects’ Active Methodology Toolkit to the Home Economics curriculum**

Students were asked to identify the potential for use of the ‘Images and Objects’ Toolkit in the Home Economics curriculum at Junior Cycle on a five point rating scale. Interestingly, only 30% (n=3) ‘strongly agreed’ that there is a potential for its use at Junior Cycle and outlined “it [is] relevant to all Home Economics core areas and includes all kind of learners and some images catch your attention”. One group strongly agreed with the potential for use at Junior Cycle “as sustainable energy is part of the Junior Cycle curriculum”.

In contrast 40% (n=4) of the groups ‘disagreed’ that there was any potential for the ‘Images and Objects’ Toolkit to be used at Junior Cycle because a “bright class and excellent teacher [would be] required. Is the “environment” section of the Junior Cycle Home Economics a large enough area for it to be a worthwhile exercise?” Furthermore, a group outlined that “we feel that some of the content was too difficult for people of this age group and would not be suitable”. The suitability for Junior Cycle level was also questioned by another group who stated the Toolkit was “too complicated, too high pitched and long”.

Contrastingly, 90% (n=9) of the groups either ‘strongly agreed or agreed’ that the ‘Images and Objects’ Toolkit would have potential for use in the Senior Cycle Home Economics curriculum. This was further explained by a group who stated:

*“Yes we feel it would be useful at senior cycle as people at this stage might be able to understand more of the content. It would also help in home management and the housing elective”.*

The pitch of the Toolkit was not a concern at Senior Cycle as a group stated “It [is] pitch appropriate” and according to another group the Toolkit is an “interesting activity – children are at a higher level and so could comprehend images better”. However, one recommendation included “there needs to be more relevance to learners lives”. Subsequent to participating in the Phase 2 ‘Images and Objects’ Active Methodology Toolkit Workshop pre-service teachers



maintained their initial opinions that the Toolkit was pitched more appropriately to a Senior Cycle Home Economics class. Participants identified the benefit of the workshop as a useful active learning methodology particularly suited to visual learners. Ninety two percent (n=12) of the groups participating agreed that the 'Images and Objects' workshop was valuable in facilitating discussion relating to sustainable development.

Pre-service teachers, working in their groups, were asked to suggest any changes which needed to be made to the Toolkit to make it suitable for a Home Economics teacher to use in their classroom. Thirty percent (n=3) of the groups outlined that the use of "bullet points" would enhance the overall presentation of the information in the Toolkit. Two of the ten groups (20%) stated that the language used would need to be "simpler language and clearer steps that students can make" and outlined that "some of the information needs to be clearer and simplified for use in the classroom". It was stated that the Toolkit required more "relevance to teenager's lives" and to be "more Home Economics centered". As an additional resource one group suggested to "put pictures in CD for PowerPoint".

When asked to identify themes which needed to be included in the Toolkit to link with the Home Economics curriculum participants responded with a variety of different themes. Three of the groups (30%) identified 'energy conservation' as a theme which could be included. Four of the groups (40%) suggested 'waste' and 'waste management' as an additional theme for inclusion in a revised Toolkit. Additionally, participants suggested images which could also be included in the Toolkit to ensure suitability for teaching and learning in Home Economics. Interestingly, three groups (30%) identified 'windmills' as a suitable image to be incorporated into the Toolkit. Other images suggested included; "solar panels" "large appliances" and "compost bins".

## **Conclusion**

It is evident from the preliminary data that the original 'Images and Objects' Active Methodology Toolkit as a resource has applicability across a range of educational curricula



and settings. It is important to consider the profile of the pre-service teachers taking part in the study as they are only beginning to develop their professional teacher identity. Consequently, they may not be sufficiently experienced to identify ways in which the activities detailed in the original Toolkit could be facilitated with students across a variety of ages and learning styles.

Data from Phases 1-3 will be used to inform the development of a Home Economics specific Toolkit. Key considerations for the Phase 4 development of a Home Economics specific Toolkit will include the following:

- Although the developers of the original Toolkit will be credited, together with the PERL network, the information regarding CCN which was relevant to the original resource will be shortened for inclusion in the Home Economics specific toolkit.
- The adapted resource should have a concise introductory section which is specifically tailored for a Home Economics teacher which should proceed the information on methodology, implementation and supporting materials.
- The Toolkit would commence with a brief explanation of the United Nations Decade of ESD and an explanation of sustainable development appropriate to the post-primary context.
- Recommendation for the use of colours other than black and green (seen as old-fashioned) needs to be weighed against the environmental impact of printing a very colourful resource.
- The range and quality of photographs needs to be considered as the quality of some original images was questioned. Perhaps a 'taking/making images' section could be included to describe how photos could be taken, collected or downloaded.
- The use of bullet-points in activities instruction sections will ensure maximum clarity.



- Although the new resource will be Home Economics specific, references will be included to other relevant post-primary curricular areas highlighting the potential for cross curricular linkages.



**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**

**ENABLING RESPONSIBLE LIVING**

**How Can Teacher Training Foster The Ability To Build Relationships Necessary For  
Responsible Living?**

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## INTRODUCTION

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 Institutes because education for responsible living profit from learning which brings “reality” into the classroom (PERL, 2009).

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 are much likely to be under the same umbrella with the teachers who have trained them.

In this paper, the curriculum of the Village Institutes –Köy Enstitüleri- officially founded in 1940, closed in 1954 with some political concerns in Turkey, will be studied and how they can form a model for current teacher training institutes and how we can propose a model inspired by them for the improvement, revision or modification for the contemporary needs in the 21st century in the PERL framework.

The fact that, teacher training at Village Institutes were not only meeting the requirements of the field’s professional development but also needs of the social life, that is to say, from the 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.

The first thing for proposing a modified curriculum for responsible living is to examine the curriculum of the Village Institutions enforced in the past to show how Village Institutes’ teaching principles and objectives depict requirements of the PERL, and how the current curriculum could be modified into some of them that are very useful.



## **A BRIEF HISTORY AND CURRICULUM OF THE VILLAGE INSTITUTES IN TURKEY BETWEEN THE YEARS 1940-1954**

The first brainstorming on foundation of the teacher training institutes in Turkey goes back to the era of Constitutionalism II during the Ottoman Empire. In 1924, after the Turkish Republic was Declared, J. Dewey, well known American educationist, visited Ankara, the Capital, and stayed for some time, and in 1925, German Educationist Kuhne visited Turkey and both prepared reports on Turkish education. The amazing thing was that Mustafa Kemal Atatürk's pragmatic visions on education were restated in Dewey's report, "Report and Recommendation upon Turkish Education", with his ultimate aim of raising responsible children who would serve as democratic citizens of Turkey. Dewey, (1983: 293) as cited in Wolf-Gazo (1996), states that

"The great weakness of almost all schools, a weakness not confined in any sense to Turkey, is the separation of school studies from the actual life of children and the conditions and opportunities of the environment. The school comes to be isolated and what is done there does not seem to the pupils to have anything to do with the real life around them, but to form a separate and artificial world. "

After a lot of research and experience, the grand Turkish Educationalist, General Director of Primary Education, Ismail Hakkı Tonguç visited Bulgaria, Hungary, Yugoslavia, Austria, and Germany for some exploration on educational institutions. Pestalozzi, Dewey and Kerschenstainer also inspired him about "in the work, by the work, for the work". Soon this remark became the motto of the Village Institutes. Afterwards, national educationists' views on education also were taken and blended and the first Village Institution, Denizli Teacher-Training School for boys, was changed into Village Teacher-Training Institute in 1927.

The reason for the will for establishing teacher-training institutions in villages was owing to the need to educate the peasants that most of whom were illiterate, and most of the Turkish population were living in villages. Another prominent problem was that the peasants were



deeply in need of learning life skills, being illuminated on the knowledge of health, agriculture, farming, artefact, in other words, most of the things that the villagers needed in those times. The creation of the Village Institutes' foundation was indicated by Sabahattin Eyüboğlu, (1979: 24) as:

“Another idea was to combine teaching and education with the work and to allow students to gain the knowledge in life struggle. The lesson was going to be house construction, planting, fighting against illnesses, exploration of the earth, commanding the livestock and machines, managing the cooperation with itself and life; and culture was going to be gained together”

Under these guidelines while talented children were trained as teachers, teacher trainers were, meanwhile, also educating the adults in the rules of responsible living in the village “kıraathane”, formerly café having a collection of newspapers and magazines for its customers, while they were sipping their tea or coffee by chatting, and discussing about country and world affairs by listening to the broadcast news on the radio, which was not available at houses those times.

In short, the goals of these institutes aimed to end illiteracy and create intellectuals, end poverty, increase economic activity and efficiency, and create partnership and responsible citizens, first locally then nationally, by spreading the political and revolutionary ideals of the new Kemalist regime through training new teachers having the same ideals to educate new generations.



## **Enactment of the Foundation of Village Institutions**

Law no. 3803 was enacted by the legislature on April 17, 1940 to open Village Institutes by the Ministry of National Education as a governmental plan and programme. In this Law, duration of the education at Village Institutes was specified as 5 years after the primary school education. The number of these institutions reached to 21 from 14 in eight years of time. Before the opening of these institutions there was no education programme at hand. However, all arrangements were realized by circulars. Circular no: 435, July 1, 1940 indicated and guided the programme in the first year of the institutions. According to this Circular freshmen would do forestation nearby land, draining and drying up of swamplands, construction of roads, fertilizing unfarmed lands, public improvements, and struggling against the illnesses of cattle, and plants, and their harmful effects.

In this circular, the skills and customary things aimed at teaching students besides the theoretical courses were: cycling and riding a motorcycle, swimming, riding a horse, climbing mountains, rowing a boat, sailing, driving motor sea craft, playing musical instruments, such as mandolin, flute, mouth organ (harmonica), folk dancing, listening to music played on radio or gramophone. They were also to explore the surroundings and examine all traditional habits in and out the village.

The most important thing to do was to establish a library containing a broad spectrum of publication to cultivate their knowledge to help villagers and their students in future. Additionally, the geographical, historical, ethnographical, geological, and agricultural valuable things to display were compiled to establish a museum. Teacher-trainers and the student teachers were to stage a play including folk dancing in an entertainment package. Within this curriculum stated in the circular, an image of the future which articulates an individual's or group's most closely held values, most cherished ideals, and most preferred goals in a positive statement of a preferred future outcome was used to describe its objectives.



Aforesaid circular directed that the trainers were to help student teachers to earn style of thinking, attitude, manner, demeanour, and customs, such as: 1) Economize in everything they do, care in health, help children, women, elderly people, sick people, the poor, untouchables, keep the places they live in hygienic and very clean; Student teachers were to be trained as the ones who never quail before any kind of difficulty; They were to be trained as 1) Problem-solvers in any circumstances, and as undaunted individuals, 2) It was, meticulously, to be focused on that they were not to be coward, indecisive, hesitant, and weak minded individuals, 3) To be well organized, to work effectively and fast movingly, and achieve every task they committed, were one of the principles of these institutional policy for both trainers and student teachers, 4) Both trainers and student teachers were to follow the principles of Mustafa Kemal Atatürk, such as “republicanism”, “nationalism”, “populism”, “étatism”, “secularism”, “revolutionism” for Turkish Nation’s welfare.

#### **1943 Instruction Schedule of the Village Institutes: General Principles**

1) In a-five-year training, 114 weeks for Liberal Studies, 58 weeks for Agricultural Theory and Practicum, 58 weeks for Technical Theory and Practicum were assigned. 2) Each Institute designed its weekly, monthly, term schedule according to the level, and number of the students, regional conditions, property of teachers and the Institution, materials availability, working area variability. 3) Institutes were free to design the Liberal, Agricultural and Technical courses’ time table according to their own capacity. 4) When building, aqueduct, road and bridge construction were necessary time table was scheduled to complete those works, and the theoretical studies were made up later (between 1940-1946 15,000 acres of field were turned into agricultural lands, and harvested by the students of the Village Institutes. In the same period, 750,000 green sapling (tree) were planted. Vineyards created were 1,200 acres. Additionally, 150 building construction, 60 atelier (work shop), 210 quarters (lodging) for teachers, 20 schools for praxis, 36 storehouses and warehouses, 48 barns and hay-lofts, 12 power plants, 16 cisterns, 12 farming warehouses, 3 fish houses,



100 kilometres of road were constructed. Irrigation canals were built and water was canalised to the farms where students had praxis of their agricultural courses).

**Daily schedule was designed as follows (Oğuzkan 1990):**

1) In the morning, 4 class hours-45 minutes each-theory or practicum; in the afternoon, 4 class hours-45 minutes each- theory or practicum, 2) Everyday 2 hours-120 minutes-study and 45 minutes for free reading, 3) Everyday 8-8.5 hours of sleeping, 4) Every morning 30 minutes for music, physical exercise, and folk dances.

**Courses :**

**Liberal Studies**

Turkish Language, History, Geography, Civics, Mathematics, Physics, Chemistry, Life Science, Hygienics and Medicine at School, Foreign Language, Hand Writing/Manuscript, Drawing/Painting, Physical Education and National-Folk Dances, Music, Military Theoretical Education, Home Economics/House-holding and Baby Nursing/Childcare, Teaching, Agricultural Management Economics, Economic Cooperation were the courses that the students were responsible for achieving. Allocated class hours for Liberal Studies were 22 and in five years' time it was totally 5060 hours.

**Agricultural Studies**

Field Agriculture, Garden Agriculture, Industrial Plant Agriculture and Agricultural Art, Zootechny/ Animal Husbandry, Poultry Raising, Apiculture and Bombyx / Silk Worm Raising, Fisheries and Yields were the courses under the Agricultural Studies. However, which of them were put into the weekly schedule was up to the Institutional Administration. Each class had 11 hours of Agricultural Studies in a week.

**Technical Studies and Practicum**

Blacksmithing, Woodwork and Carpentry, Construction, Village and Home Hand Crafts, Machine and Motor Maintenance were the courses under the Technical studies and its



practicum. Female students were compulsorily to follow the last two courses because they had different courses such as Tailoring, Weaving, and Knitting.

### **Educational and Teaching Courses**

All the educational courses were held in pedagogical formation for the student teachers. These courses were: Sociology (General Pedagogic Sociology, Socialising, from individual to Society, Educational Sociology), Didactics, Pedagogy, Child and Work Psychology, Job Training from the French Revolution to Turkish Republic, Education Based on Reality, and Research. Observation, experiment, Survey and Discussion in overall research methods were focused on because 1943 Programme was based on eradication of rote learning and guiding students to critical thinking, inquiry, rationalistic approach to find out the realities by research. This programme also helped students to improve the life skills such as cooperation, respecting the others, work love, respecting working people, work responsibility, and so on as the PERL conducts.

On November 26, 1943 at Çifteler Köy Enstitüsü (Village Institute) a graduation thesis was administered and with a questionnaire the students were asked what characteristics a teacher had to personalize to perform teaching in efficiency, efficacy, and effectiveness. The answers were as follows (Ozgen 2002: 193): responsibility, leadership, intellectuality, decisiveness, virtuousness, ability to struggle, completing tasks successfully, communication and interaction.

In conclusion, this programme created a psychology of co-existence, partnership, sharing both enjoy, welfare and sorrow as today responsible living rules require. Sustainability was the crucial commitment that the human beings were born with. Village Institute graduates had long commitment to public service and they felt no loyalty to a graduate who was not dedicated to sustainability, partnership, and cooperation. Turkish Nation's and the World's future meant everything to them.



## **HOW CAN THESE INSTITUTES BE REVIVED? PROPOSAL FOR MODIFICATION ON THE CURRENT TEACHER-TRAINING SCHOOLS**

Although there have been number of studies to revive Village Institutes by Turkish scholars it is only national-wide. Since the PERL is a European Union registered Project it can attain an international importance for teacher-training institutions. It is essential that it should be adapted in a way of contemporary, social, economic, cultural concepts of today's world and Turkey. It can be divided into two: 1) Town Institutes, 2) Village Institutes.

### **Contemporary Town Institutes**

1. It is recommendable that the institutions be boarding schools to train students in its own rules.
2. Curriculum should be designed by the scholars who have broad knowledge of the curriculum of the Village institutions in Turkey.
3. The Ministry of National Education should appoint an autonomous General Directorate for these institutions. They should be free to design their programmes, and independent from other schools.
4. Urban life requirements, responsible living, human relations, individual life skills, perseverance, sustainability, eco-awareness, resource allocation and economizing, and consumer citizenship should be focused on in the courses to be identified. These concepts, skills and values should be acquired by the students in the categorized courses, such as liberal courses, technical courses, urban-life courses, and professional, theoretical and practical courses (compulsory domain courses for being a teacher).



## **Contemporary Village Institutes**

1. Above mentioned courses and schedule are recommended to implement according to the availability of today's circumstances.
2. Contemporary, technological, economical and social aspects are suggested being considered while designing these institutes (farming, constructing, ecology, partnership, cooperation, and, so on).
3. These institutes should be founded in the undeveloped regions and matriculation should be for village originated brilliant young people who would like to become teachers at village Primary schools.
4. Those who would like to continue their education for becoming secondary school teachers are to have the opportunity for graduate transfers to the higher education for a-four-term attendance.

## **CONCLUSION**

It can be concluded that nearly a century ago, after an independence war against imperialistic powers, Turkey, to develop the country, improved a model for teacher training institutions, where, they did know that the social and economic development were accomplished and realized by only teachers and their education.

Our Leader Mustafa Kemal Atatürk, once indicated: “Teachers, new generations will be your achievement”, from this statement we know that teachers are holding a very effective magic stick which will turn pumpkins into carriages with six horses, however, if we do not have the right training system at our teacher training institutions everything will turn into disastrous situation that the globe is becoming nearer and nearer each day.

Since PERL project overlaps the curriculum of Köy Enstitüleri (Village Institutes) these two can be compared by the key concepts of the PERL, and the Village Institutes.

As is known lives are governed by rules and regulations to ensure peace and harmony in our society, how much that can be achieved depends a lot also on how logical or relevant these



rules are, and how responsible the leaders and those in authority are in enforcing them. While we have much to enjoy life comes with a lot of opportunities, rights, as well as responsibilities. If we all undertake our responsibilities seriously, in all aspects of our lives, then there will be less problems, and less disharmony, and Village Institutes trained their students in this framework of Responsible Living by explanation made by PERL, 2009, as: “involvement of the readjustment of present priorities, redefining of human relationships, transformation of how societies deal with existing economic, social and ecological challenges, intensification of the dialogue between science and society”. This shows that the idea behind the foundation of Village Institutes was to help development of a country considering all aspects above mentioned by implementing the general principles of the Curriculum.

Another key concept, “Sustainable development” that implicitly was in the curriculum of the Village Institutes is explained in the PERL as follows:

“Sustainable development is a multi-dimensional concept interpreted in many different ways. The concept includes the following interdependent dimensions: satisfying the material and non-material needs of all humans – within present generations, and between present and future generations (intra-generational and inter-generational equity), human and economic activity not exceeding the carrying capacities of ecosystems, the efficient and wise use of both renewable and non-renewable resources, integration of environmental, economic and social factors to mutually support a fulfilling quality of life for all (PERL, 2009).

The amazing thing to contemplate on is how, almost a century ago, the educationists designed a curriculum to provide the young people with regional, national, and international concerns to first survive then to be powerful in production for strong economy and less consumption to economize in every area of life. While doing all these activities they were trained as good teachers to have the responsibility of living and training future generations as in the same route by embellishing their life with art, science, music, and research under the umbrella of critical thinking and sustainable development for Human Development.



Village Institutes provided their students to have and develop all above mentioned aspects in the curricular programmes while providing them with the same principles PERL explained in Social responsibility as well. PERL (2009) puts that “In Responsible living education there are five basic skills and values that are essential to learning to be responsible. These are: communication skills, decision making skills, problem solving skills, creativity and change management; and the core values on which PERL's work and Village Institutes programmes are founded are: Justice, Equity, Unity, Diversity, Dignity, Cooperation, Respect, Honesty, Transparency, Accountability, and Fun. It is easily seen that these institutions were ahead of the age, had a vision of future and awareness of threats the world and the country would face with. Feeling of responsibility went hand in hand with consciousness, dedication and devotion for the sake of the nation and humanity.

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## 2.6. Personal Contributions and Social Capital



# **THE PROBLEM OF PERSONALITY`S RESPONSIBILITY IN THE CONTEXT OF LIFE PERSPECTIVE BUILDING**

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*“The very essence of the human existence is in the responsibility before the life”*

(V.Frankl)

## **INTRODUCTION**

The social situation in the Latvian society, which is characterised by global changes in all its spheres, is conducive to the emergence of completely new social psychological problems in various spheres of life. The complicated environment of the social life requires people to choose the right life line, which would ensure safeguarding the integrity of the internal world and achieving self-actualisation in the future.

The person's activity is impossible without the awareness of oneself in the time, without the ability to plan one's life, to define aims and objectives and ways how to achieve them. One of the basic forms of the person's activity is responsibility, where this concept is considered as „a vital ability of a person to hold the control on oneself and on everything that is going on, to be the subject in one's life and organiser of other people's life” (Rubinshtein 1997: 29). In such conditions only the person, who knows the fundamentals of science and is able to bear responsibility in the environment of severe competition, is capable of self-actualisation and realisation of one's life strategies.

The Aim of the research is to define the Latvian senior pupils' life perspectives, aims and personal responsibility for the planning of their future.

The theoretical base of the research includes: philosophical and psychological conceptions of responsibility (J.Rotter, M.Bahtin, V.Frankl, E.Fromm, W.Horos); concepts of the scheme of the person's life perspective (J.Nutten, V.Vilunas, S.Rubinshtein, T. Cottle, I.Kon, L.Frank, P.Gerstmann, A.Kronik); the conception of own's existence sense (V.Frankl, K.Abulkhanova-Slavskaya).

The empirical research includes two groups of methods: The test “Purpose life orientations” by D.Leontiev (on a basis of K.Muzdibayev's version (the adapted version of D. Krambo & L.Maholick's test “Purpose in Life”)); The method “Past, Present and Future” by



S.Mezhvidova (based in the principles of the projective technique of investigation of the personality “The self-social symbols tasks”) using M.Luscher’s “Colour test”.

The results of the research are the following: The theoretical analysis of philosophical and psychological pedagogical literature on the given problem, the empirical investigation of defining the Latvian senior pupils’ life perspectives, aims and personal responsibility for the future.

Keywords: personality, responsibility, life perspective, society, senior people.

## **PERSON’S RESPONSIBILITY IN THE CONTEXT OF THE CONSTRUCTION OF THE LIFE PERSPECTIVE – THE THEORETICAL ASPECT**

The person’s life perspective is reflected in works of such authors as J.Nutten, K.Levin, S.Rubinshtein, V.Vilunas, T. Cottle, I.Kon, P.Gerstmann, A.Kronik, K.Abulkhanova-Slavskaya etc., who consider the life perspective from a position of planning the future. What is the person’s life plan? In the scientific literature there is a number of points of view about it.

Thus S.Rubinshtein emphasises the integrity and continuity of the person’s course of life, succession of all the phases. According to S.Rubinshtein the main forms of the person’s activity are the initiative and responsibility, where responsibility is considered as “a vital ability of a person to hold the control on oneself and on everything that is going on, to be the subject in one’s life and organiser of other people’s life” (the concept of person’s course of life, Rubinshtein’s 1997: 17).

V.Vilunas notes that “...person’s activity in one’s life planning can be represented as the reviewing of various distant zones of the life perspective and the repeated solution in various scales of the same task – thus it is possible to make headway in satisfying one’s needs” (Vilunas 2003: 221).



From I.Kon's point of view "on one hand, the life plan appears, as a result of summarisation of the defined goals as a sequence of construction of his/her motives and development of the sustainable centre of value orientations. On the other hand, it appears, when the object of thoughts becomes not only the eventual result, but also the ways of its achievement – the way that the person has chosen and those necessary objective and subjective sources. As opposed to the dream, which can be both active and contemplative, the life plan is the plan of activity"(Kons 1984: 78).

P.Gerstmann persists in his theoretical view on the life plan as a system of goals that the person strives for in his/her activities and the general ways of their realisation. He singles out two different categories of goals: ideal life goals (values) and concrete goals (Gerstmann 1982).

As it is noted by A.Kronik, in the contemporary conditions the development and realisation of the person's life goals face with the real contradiction between the necessity for the sustainable long-term self-regulation of the activities and the acceleration of the pace of social development that lead to changes in the social significance of one or other life goals. The solution of this contradiction, according to his words, is possible only if "the life goals, responsibility before them and flexibility of the programmes for their achievement are sufficiently generalised" (Kronik 2008).

The initial conception of the time perspective as a subjective image of the future was initiated by K.Levin. From the author's point of view "the life perspective is a peculiar person's projection into the future and reflects the whole system of his/her motives and at the same time it exceeds the bounds of the motivation hierarchy" (Levin 2000: 13). K.Levin established the correlation between the past, present and future, underlining that when a person perceives, experiences his/her today's situation, it is connected with his/her expectations, wishes, ideas about the future and past. K.Levin called such an inclusion of the life past and future into the context of the present a perspective (time perspectives) (Levin 2000). K.Levin's ideas about



the time (or life) perspectives were supported by L.Frank (Frank 1939), and later developed in J.Nutten's works.

J.Nutten speaks about the life perspective as about the "hierarchy of person's goals" (Nutten 2004: 92). According to the author's words the life perspective mainly consists of the perception of the events at the given moment (time "here"), which are only the succession with specified intervals in-between. At the same time the life perspective does not exist in the space of perception, but can be only in the person's mind". The time perspective, as J.Nutten sees it is "the function consisting of motivating objects, which define its depth, structure, degree of reality and substantial features" (Nutten 2004: 116).

A peculiar point of view about the future time perspective belongs to T. Cottle. He understands it as "the person's ability to act in the in the present in the light of prevision of relatively distant events" (Cottle 1996:17).

On the basis of S.Runbinshtein's ideas and developing them K.Abulhanova-Slavskaya works out one of the conceptions of understanding of the person's course of life. She notes that value sense sets in respect of the defined life goals and the sense of life, which include leading motives, interests, beliefs, world outlook, personal values define the person's positions in relation to oneself, people around him/her, the social world and regulate the behaviour and reflect the particularity of the personal self-determination. In her opinion responsibility is a person's quality, which can be typologised, but it is not universal. "The responsible person is characterised by the readiness to get over difficulties, the conformity of claims, the ability to assess adequately one's possibilities in a specific situation" (Abulhanova-Slavskaya 2008: 240).

The offered conceptions in planning the life perspective are united by the fact that the person's life goals play the role of the basis for prediction of his/her future. But defining the goals is not an easy task. Before taking a decision in relation to any aim the person should assess all objective conditions of its achievement and own potential (abilities, skills).



The person is one of the most important objects for the research. The person's problem is particularly urgent at those crucial crisis points, when the person faces the question about the sense of life, choice of life priorities, goals and ways of their achievements, values of the whole society. But the society consists of individual personalities. Therefore without investigating the individuality it is impossible to understand the principles of the person's development, the reasons of his/her actions, what his/her freedom of choice and responsibility consist in.

We will examine two types of the concept "responsibility" defined by J.Rotter (Rotter 1966): responsibility is expressed when the person believes that he/she is responsible himself/herself for everything that is going on around him/her (in J.Rotter's terminology it is the internal locus of control). "I'm responsible for my progress and failures. My life and my family's life depend on me. I must and I can do it" – these is the life credo and postulates of such a person. the responsibility of the second type is related to the situation, when the person believes that other people or external conditions are responsible for everything that is going on around him/her (in J.Rotter's terminology it is the external locus of control). Responsibility for lack of success and achievements is laid on parents, teachers and in the future – on colleagues, bosses and friends. In the childhood the basis for such a negative responsibility can be the phrase "it was him who started", which is also called irresponsibility.

Psychologist M.Bahtin believes that "responsibility is a necessary component of the mature action. But the whole life consists of actions or the life in whole can be regarded as a complicated action" (Bahtin 2002:15).

The eminent scientist humanist of the 20th century E.Fromm believed that "care, responsibility, respect and knowledge is the scope of person's qualities" (Fromm 1986: 178). Another famous humanistically oriented scientist V.Frankl also distinguishes responsibility in his conception and affirms that spirituality, freedom and responsibility are three principles of



the human existence. “The very essence of the human existence is in the responsibility before the life” (Frankl 1979: 5).

According to W.Horos the contemporary epoch is the crisis of responsibility which is evinced in the gap between the responsibility “for” and the responsibility “before”. When the person loses its individuality, he/she loses the possibility for the responsible choice (Horos 2002: 21). The analysis of the abovementioned authors’ concepts makes it possible to say that the definite paradigm emerged in interpretation of responsibility and life perspective.

Within the frame of the given paradigm in the context of the life perspective responsibility is considered as the basis of the person’s existence, the ability to be the subject and organiser of one’s future, as an integral picture of the future in the complicated, contradictive interrelation of programmable and expected events, which the person’s social value and life sense depend upon.

## **EMPIRICAL RESEARCH**

The aim of the research is:

- detection of the Latvian senior pupils’ life perspective, goals and personal responsibility for planning their future.

The participants of the empirical research: pupils of the 11th-12th forms (in total 384 respondents) of various institutions of general education in Latvia.

The methodological part of the empirical research includes:

- 1)The test “Sense life orientations” by D.Leontiev (1988) (on the basis of K.Muzdibayev’s version (adapted version of D. Krambo & L.Maholick’s test “Purpose in Life”) based on V. Frankl’s conception of striving for sense.

### **Measured parameters:**

- Life goals (characterise the respondent’s future goal existence or absence, which give the sense, direction and time perspective to the life);



- Life process and emotional saturation (defines contentment with one's life in the present, perception of the life course as interesting, emotionally saturated and full of sense. The content of this scale corresponds to the notion that the only sense of life is just living);
- The effectiveness of life, satisfaction with self-actualisation (measures the satisfaction with the lived part of life, the assessment of the past experience, the sensation of the level of productivity and sense of the experience);
- Self-locus control (characterises the conception about oneself as about a strong personality, having a sufficient freedom of choice to build one's life in accordance with one's goals and conceptions about its sense, to control events of one's life (Self-conception));
- Locus of control or life controllability (reflects the confidence in the fact that the man is given the right to control his/her life, to make decisions and realise them, assurance that the man's life is within the conscious control).

The first three factors form sense life orientations: goals in life (the future), life saturation (the present) and satisfaction of self-actualisation (the past). Two latter factors characterise the internal locus of control as a general vision about the fact that the control is possible and the own capacity to exercise the control.

### **Methods of execution:**

The test consists of 20 pairs of opposite statements; each of them is an assertion with a bisected end: two opposite variants set the poles of the assessment scale: seven levels of gradation are possible.

The respondents were offered to choose the statements that fit them and to evaluate them with a definite figure of seven gradations. Processing the results came to summing the numerical value for all 20 scales and the conversion of the total number into the standard value (%). The ascending sequence of the gradation (from 1 to 7) alternated in the random order with the



descending sequence (from 7 to 1); and the highest possible point (7) always corresponds to the pole of the existence of the purpose in life, but the minimal point (1) corresponds to the pole of its absence.

Test scales “Sense value orientations”	Pupils of the 11 <sup>th</sup> form, average value (%)	Pupils of the 12 <sup>th</sup> form, average value (%)	T-criterion of the pupil	P (level of significance)
1. Goals in life	35.5	30.25	3.69	0.001
2. Course of life	28.5	26.19	1.66	0.1
3. Effectiveness of life	25.5	23.8	1.77	0.05
4. Self-locus of control	22.5	20.4	2.77	0.01
5. Life locus of control	27.4	25.6	1.84	0.05

Tab. 1: Average values of the test “Sense value orientations” of the pupils of 11th-12th forms (Marchenoka, 2009)

**The statistical comparison in the t-criterion of the Student made it possible to determine the reliable differences between teenagers of the 11th and 12th forms in the scales:**

- “Goals in life” ( $p \leq 0.001$ );
- “Course of life” ( $p \leq 0.1$ );
- “Effectiveness of life and contentment with self-actualisation” ( $p \leq 0.05$ );
- “Self-locus of control” ( $p \leq 0.01$ );
- “Life locus of control” ( $p \leq 0.05$ ).

The results lead to the conclusion that the average indicators in the statistically different scales are lower among teenagers in the 12th form. It means that the teenagers, who will start living independent life in the nearest future, live for the day or yesterday, whereas the personal sense is definitely directed to the past experience (high sensibility to the past). They possess signs of discontent with their life in the present; the plans for future do not have any real support in the present and are not supported with the personal responsibility for their realisation, whereas there is emotional instability and neglect of other people’s opinion. In



addition, the internal reticence has been noted despite the external open-heartedness. They are characterised with fatalism and they believe that the man's life is not dependent on the conscious control, that the freedom of choice is illusive and there is no sense to plan ahead.

2) The method "Past, Present and Future" by S.Mezhvidova using M.Luscher's "Colour test"

The aim of the research is: to define the subjective comprehension of the senior pupils' past, present and future.

The given method is based on the principles of the projective methodology of investigation of a person "The self-social symbols tasks". It represents the concepts "Past", "Present" and "Future" in various amounts, where the recipient must choose the amount in the period of time that corresponds to his/her subjective sense of the past, present and future.

The selection was analysed in accordance with the relative preference of "Past", "Present" or "Future". The preference means the respondent's choice of the largest amount in the given period of time in comparison with other periods.

	Large amount of time 11 <sup>th</sup> -12 <sup>th</sup> forms (1)	Middle amount of time 11 <sup>th</sup> -12 <sup>th</sup> forms (2)	Short amount of time 11 <sup>th</sup> -12 <sup>th</sup> forms (3)
Past	36%	34%	30%
Present	36.5%	55.9%	7.6%
Future	66.8%	22.8%	10.4%

Tab.2: Preference of "Past", "Present" or "Future" in the 11th-12th forms (Marchenoka, 2009)

As it can be seen in the table, the future is presented in large amount, the present – in the medium amount, but the past distributed evenly between the three amounts.



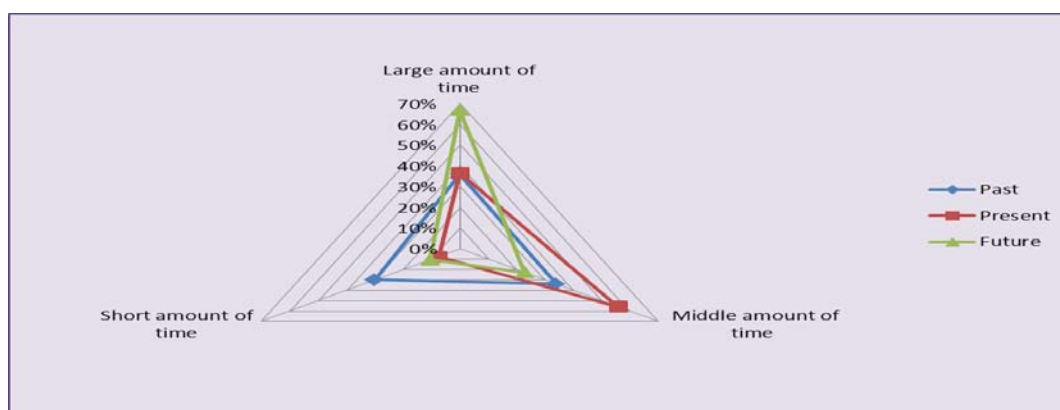


Fig. 1: Subjective comprehension of the past, present and future of senior pupils studying in the 11th-12th forms (Marchenoka, 2009)

For execution of the correlation analysis (Spearman rank correlation) we used the method of presentation of the range of subjective colour preference, which was used by M.Luscher ("Colour test" M.Luscher, 2007). As the choice of colour is based on the unintentional processes, it indicates the person's real characteristics and not in the way how the person sees himself/herself or what he/she wants to be, how it often happens when using questionnaires. We used the numeration of the positions instead of the numeration of colours for mathematical processing.

Thus the layout in the selection of respondents oriented on "Past" ("Past"–1, "Present"–2, "Future"–2) is following:  $+3+2*1*5=4=6-7-0$ .

The psychological interpretation of the colour rank: these pupils persistently pursue their aims and do not permit themselves any deviation from the defined way. They want to overcome all difficulties that they face and to gain other people's particular recognition and respect at the cost of their achievements. They are characterised by the adequacy of claims, the ability to assess their possibilities in a specific situation. These are people who believe that they are responsible themselves for everything that is going on in their lives.

The layout of colours in the selection of respondents, who are oriented to "Future" ("Future"–1, "Present"–2, "Past"–3) is following:  $+4+3*1*2=5=0-7-6$ .



The psychological interpretation of the colour rank: for people, who are oriented to “Future” the yellow colour takes the first position, but for people, who are oriented to “Past”, it takes the fifth (neutral, insignificant) position. Interpretation of the yellow colour on the first position is related to the attitude towards the future: it is an optimistic getting ready to the future, but at the same time it is a passive life position, the exploitative treatment of life, the orientation to avoiding failures, but not to reaching the goals. They are characterised by the self-direction, the priority of decision of their own problems. They believe that other people or external conditions are responsible for everything that is going on in their lives.

The layout of colours in the selection of respondents, who are oriented to “Present” (“Present”–1, “Future”–2, 3, “Past”–2, 3) is the following:  $+2+3*4*5=1=7-6-0$ .

The psychological interpretation of the colour rank: the given pupils are searching for success, they need recognition, they are ambitious, they want to impress on others, but they are characterised by the pessimistic attitude and disappointment. The results show that “Present” does not play a significant role in the respondents’ life. The largest part of them even cannot single it out and perceive by themselves. They perceive it united with “Past” or with “Future”.

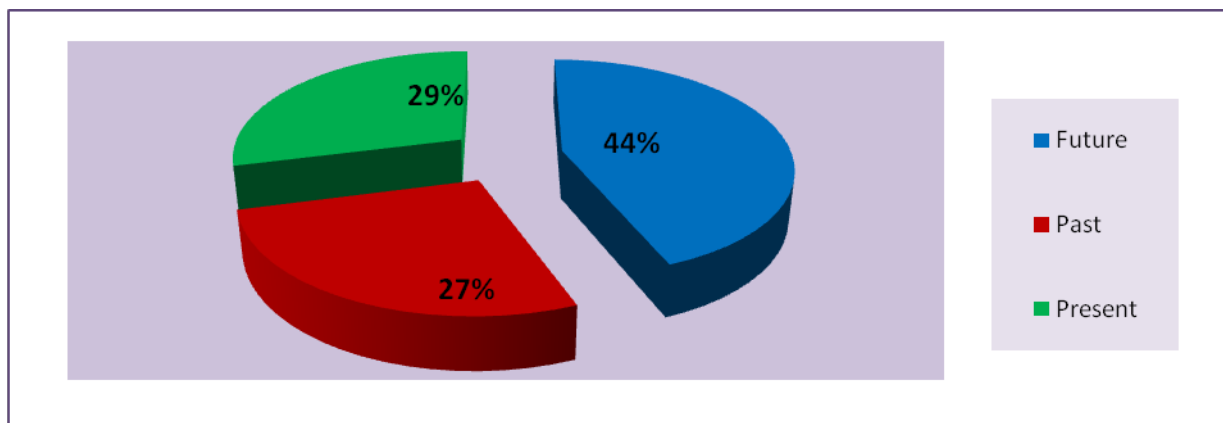


Fig.2: Latvian senior pupils’ orientation to the future, present and past (Marchenoka, 2009)



The result data make it possible to conclude that 44% of respondents are oriented to “Future”, which is characterised by the optimistic attitude, but at the same time they believe that other people and external conditions are responsible for everything that is going on around them.

29% of respondents are oriented to “Future”; the largest part of them cannot single it out and imagine it separately. They perceive it related to “Past” or “Future”.

And only 27% of respondents are oriented to “Past”. These pupils pursue their aims and do not make any deviations from their chosen way. They want to overcome all difficulties, that they face and they wish to gain particular recognition and respect at the cost of their success. These are people who believe themselves to be responsible for everything that is going on in their lives.

## **CONCLUSION**

- The theoretical analysis makes it possible to say that there is a definite scientific paradigm in understanding responsibility in the context of the life perspective. Within the frame of this paradigm responsibility is considered as a basis of the person's existence, the ability to be the subject and organiser of one's future; the social value and the sense of life depends on the very personality;
- The theoretical analysis showed that the constructive course of the process of building life perspectives is accompanied by the activation of the processes of self-analysis and reflection, the development of the integral perception of oneself and time of life, the consolidation of individual life values, the development of the life position and attitude to the life – all this form personal and social responsibility;
- The analysis of the results of the empirical research led to the following conclusions:
  - senior pupils' plans do not have any support in the present and they are not supported by the personal responsibility for their realisation.
  - Almost a half of the respondents (44%) are oriented to “Future”, which is characterised by the optimistic attitude; however there is domination of passive life positions, the



exploitative treatment of life and the orientation to avoiding failures, but not to reaching the goals. They are characterised by the self-direction, indifferent attitude to other people's needs and the priority in solution of their own problems. They believe that other people and external conditions are responsible for everything that is happening in their lives.

- only 27% of respondents who are oriented to "Past" are persistent in pursuing their goals, they want to overcome all difficulties and to gain other people's respect and recognition at the cost of their success. They are characterised by the adequacy of their claims, the ability to assess adequately their possibilities in a concrete situation. These are people who believe that they are responsible for everything that is going on in their lives themselves.
- The main contradiction of the senior pupils' life perspective is insufficient independence and readiness to dedication for the sake of future realisation of their life goals, which defines the low level of personal and social responsibility.

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## **SENIORS' EDUCATION**

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## I. INTRODUCTION

Demographic evolution, or more precisely, its age structure on a global scale is demonstrated in the following table of a percentage share of population older than 60 years in selected countries of the world (Fig.1.) (Vavřín, 2006, pp. 6).

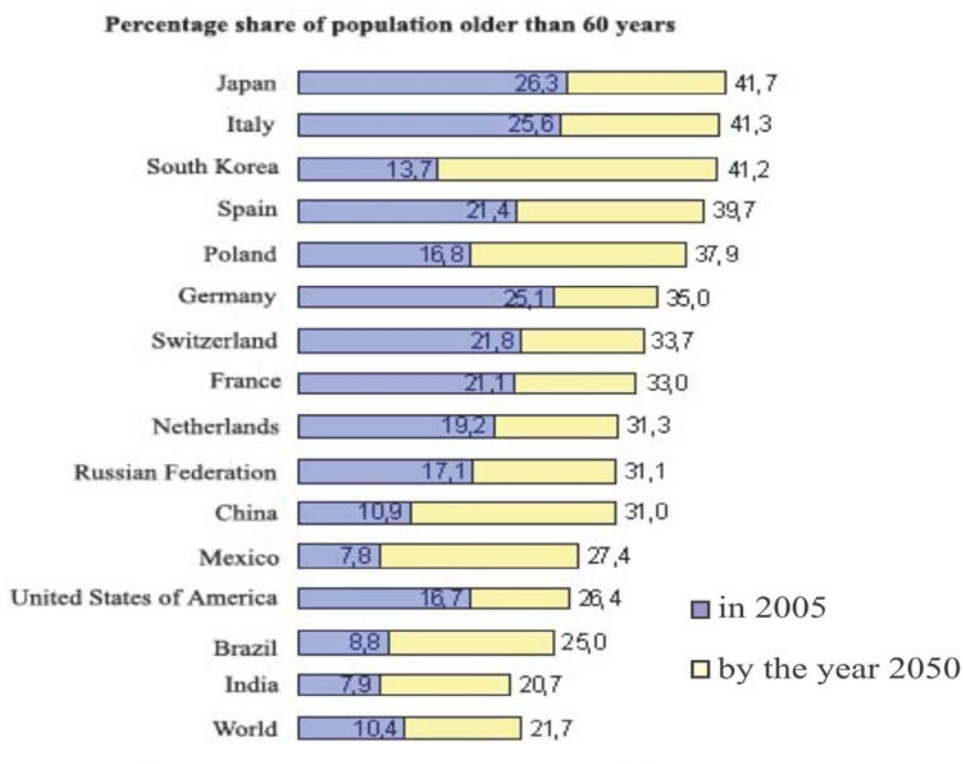


Fig.1. Increasing number of seniors in selected countries of the world

According to the Czech Statistical Office, the current age structure of the population is characterized by a particularly low number of children, the strong representation of people of working age and not very high number and proportion of people in old age. The absolute number and percentage share of people older than 60 years was constantly increasing during the 20th century and this trend will continue.

Major international documents concerning the aging population and containing concrete proposals to address the consequences of global aging are primarily the “International Plan of Action on Ageing”, adopted by the United Nations General Assembly in Vienna in 1982, the “United Nations Principles for Older Persons” adopted in 1991 and the “International Plan of



Action on Aging” approved in Madrid in 2002 at the closing of the Second World Assembly on Ageing. In light of those documents and in accordance with the recommendations, which include, the government of the Czech Republic periodically approves the National Programme of Preparation for Ageing (the last is for the period 2008-2012).

The programme respects both the international priorities and specific needs of the population in the Czech Republic. It contains 10 basic principles that characterize the needs of Czech seniors as well as society and, in particular, seek to ensure equal rights for seniors, dignity, independence, full participation of seniors in social, cultural, economic and political life, to ensure the quality of care and support for the elderly, to equal opportunities, to be aware of personal responsibility for the preparation for aging, and to strengthen the role of natural and social environment. The document describes its goal as creating a favourable climate and conditions of the whole society to address issues of aging and seniors, and to achieve changes in attitudes in favour of intergenerational solidarity.

In March 2006, the Government Council for Older Persons and Population Aging was established, which focuses on issues related to aging.

In all the above mentioned documents and activities related to quality of life for older persons, it is recommended to develop education for seniors.

## **II. Universities OF THE THIRD AGE (U3A)**

In Europe, the first University of the Third Age was established in Toulouse in 1973 and its fundamental aim was to improve the quality of life of “people of the third age” through educational programmes.

History of the U3A at the Tomas Bata University in Zlín dates back to 2002 with the opening of the first year of training programme for seniors.

The offer of degree courses at the U3A has been constantly expanding and currently includes the following cycles:



A – Technoeconomic  
 B-Social Science  
 C - Fine Arts  
 D - Computers in Practice  
 E - Media and Communications  
 H - Health and Psychological Issues  
 I - Literature and Music

J - Healthy People, Healthy Food, Healthy Planet  
 F – Astronomy  
 G – Basics Information on Civil and Health Law  
 K - Archaeology and Ethnology  
 L - Internet and Information Media  
 M – Man and Societ

The purpose and benefits of the chosen direction is confirmed by the number of enrolled students (see Table 1) and consistently high percentage of attendance at lectures (80-95%).

Academic year: Years:	2002 / 2003		2003 / 2004		2004 / 2005		2005 / 2006		2006 / 2007	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
U3A in Zlín	119	0	86	92	125	82	201	105	218	163
Total	119		178		201		306		374	
U3A detached workplaces	-	-	50	-	26	43	27	18	58	19
Total	119		228		276		351		458	

Tab. 1. The development of U3A students at TBU

From the beginning, a U3A study programme was designed as two-year lecture cycles, which are broken - like university studies - into semesters (4). U3A students are officially matriculated in the study in the presence of official representatives of the TBU. At the end of studies, graduates receive a Certificate of Completion of the University of the Third Age at TBU in Zlín.

Courses offered within the University of the Third Age are based on the subjects offered within accredited degree programmes of individual TBU faculties. Teaching is led by top university academic staff; lectures on selected topics are given by lecturers from other universities as well as experts from practice. Lectures last two hours and are held each two weeks.

U3A lectures take place for up to 55 students in a well-equipped classroom, using all available modern technology.



The interest of the lecturers consists in active participation of students. Active involvement is also supported by the requirement to conclude a semester by writing an essay/a seminar paper on the topic and scope based on the instructions of teachers, usually any topic of the lectures in the range of 3 to 8 pages. The first 7 lectures are followed by a final workshop at the end of each semester where a cycle guarantor evaluates an entire semester and essays/seminar papers.

Most cycles are carried out through lectures which can be supplemented with excursions focused on the tuition content. In this respect, cycle C - Fine Arts and cycle D - Computers in Practice differ from other cycles, because they are oriented towards practical work.

In connection with the development and efforts to enhance the quality of education at U3A in Zlín (Tomas Bata University) a research project was elaborated.

### **III. Methodology - RESEARCH PREPARATION**

The research objective was to obtain information about the U3A at TBU in Zlín and about the attending seniors. The results were used as the basis for proposals for the further development of U3A, to recommend the selection of teaching methods and overall development concept for the development of U3A.

The subject of the research of U3A at TBU in Zlín was the following:

1. What is the structure of the U3A students at TBU?
2. What motivates seniors to study at the U3A and in selected cycles?
3. What are the attitudes of U3A students towards the content and teaching methods applied during the tuition (attitude towards the active form of teaching in seminars, compared to passive form of lectures)?

For the research was a quantitative method used together with questionnaire survey techniques. Since the results are planned to be used in practice, we can say that it is applied empirical research. A questionnaire with 42 own questions was used for the research. The questionnaire was distributed directly to individual students at the beginning of their lectures



(which they attended) with an oral explanation of the research purpose and objective and assistance in filling in the answer sheet. Present students filled out the questionnaire immediately, or more precisely, till the end of the lecture. Absent students received the questionnaire by mail. Returned questionnaires according to the total number of registered students at the U3A in Zlín were 77.5% (out of 374 respondents).

#### **IV. Discussion - STRUCTURE OF U3A STUDENTS AT TBU IN ZLÍN**

The research has identified the following factors:

The basic feature of the structure of students is very strong female predominance and the average age of 65.4 years.

The educational structure can be characterized by the ratio of 80% of students with secondary school education and 20% of students with university education.

This ratio corresponds to the view that the students compensate this way the inability to study university in the past.

The predominant type of education is technical (38%), to a lesser extent economic (23%) and pedagogic (20%).

Professions before retirement were at the highest level in the technical field (26%), about the same level in administration and education (22%).

More than half of students (56%) chose to study a field other than what was their professional specialization, or more precisely, a field to which they could not for various reasons devote.

#### **V. Discussion - MOTIVATION OF U3A STUDENTS AT TBU IN ZLÍN**

U3A is often presented as a place and a source of social contact, as a form of prevention from social exclusion of senior population. The result of the research strongly unconfirmed this opinion, on the contrary, it showed multiple interests of seniors to learn new information offered to them by the study: 45% of respondents (19% interested in trying something new, 26% interested in acquiring new information). Similarly, this fact is confirmed by 56%



answering “I was interested in this field (which I chose) in the past, but I did not have the opportunity to pursue it.”

The research did not confirm that the study served as a motivation to older people living alone as a method for the saturation of the needs of social contacts. Another finding is that among the students there is a small percentage of elderly living with extended family (children and grandchildren), which is related to the current trend of young families becoming independent. Based on a detailed understanding of the U3A environment, we concluded that a strong motivation to study is the “compensation” of study for two reasons:

1. Lack of the ability or interest to study in the past (consideration based on the dominance of secondary educated students),
2. Lack of conditions for the study due to caring for a family (consideration based on the numerical superiority of women).

The presumption that the motivation to study the U3A is the compensation of the impossibility to study in the past was confirmed by 17% of respondents, however, family care as the reason why the student did not study in the past was stated by only 12% of respondents. The idea of obtaining additional “education at university level” is also supported by a significant ratio of 80% to 20% among secondary school and university educated students. But what must be also taken into account is the fact that when the current generation was maturing, university education was not as common as it is for the generation of their children and grandchildren. To verify these assumptions research in the broader population of seniors would be needed.

Another motivational factor is the family, whose support was confirmed by 51% of students. We encountered situations, however, in which a student experienced utter incomprehension and rejection of his study by his family. At present, I know a student who has kept his studies secret for the third year out of a fear that he will not be understood by his family. Still, he



claims that the study is an enormous enrichment for him, indicated that it literally “keeps him alive”.

In particular, the motivation to study can be characterized in cycles C - Fine Art and D - Computers in Practice: Cycle C often involves “discovering hidden talents” with the strong support and motivation from the teacher. It is his influence to help overcome fear and insecurity of working in studios. As a motivation to participate in this cycle, students specified the opportunity to develop natural talent (although some students were not aware of having some). None of the respondents chose the option that s/he will no longer deal with the creative activity after graduation, vice versa - 83% will continue in the follow-up year.

A strong motivation in cycle D is given by the fact that the students acquire during the study skills actually useable in practice and thus they significantly expand the opportunities for improving their lives, procurement of new knowledge and contacts. 14% of students of the cycle claimed that working with the computer was completely unknown to them - it is obvious that the need to adapt to recent technical developments is a major motivation factor. It is aptly expressed by the verbal formulation of one of the students: “I’m not ashamed in front of my grandson, who thought that his grandmother is from the last century.”

## **VI. Discussion – STUDENTS’ ATTITUDES TO THE CONTENT AND teaching methods OF THE U3A AT TBU IN ZLÍN**

On the basis of long-term contact with seniors - U3A students, we thought that older people are mostly interested in the lectures on humanitarian disciplines (44%) and in passive participation in lectures over the active involvement in seminars. This observation, however, proved inconclusive during the last year pursuant to two facts:

1. After great success with the vernissage of final artworks from cycle C - Fine Arts, graduates of this course showed such strong desire to continue their studies that their interest led their lecturer to the idea to prepare continuation in form of a follow-up third year, which was opened right in the next academic year.



2. Similar initiatives were also shown by the students of cycle D - Computers in Practice. In terms of their interests and their initiative, the opening of another two-year follow-up cycle focusing on the practical use of computers is being prepared. The theme of the contents of this cycle was provided by the students themselves.

Such activity from the students in other cycles does not exist, students most likely only passively expect, what is being offered to them.

The fact is that the overall research result shows a greater interest in passive learning (lectures). Some other U3A have applied trends in teaching through the active involvement of students in work in seminars. Our survey has, however, shown that the TBU U3A students prefer lectures over seminars (64%), active participation through work in small seminar groups would be preferred rather as a supplement to lectures. The cycles, which consist mainly of lectures, require students to be actively involved mainly by writing seminar papers at the end of each semester. We see as positive the fact that only 14% of responses identified this obligation as unnecessary. 20% of students consider it to be beneficial, but burdensome - there is a group that requires greater concern, for example, by assigning practical tasks or searching for practical application of their knowledge. Upon the verbal assessment of the contribution of U3A, a requirement arises to complement lectures by, e.g., seminar discussions with the possibility of individual expression and active involvement.

The influence of teachers, who have the ability to motivate students in their approach to become more active, is also very significant for the attitude of students to learning. There is no doubt that the possibilities for this task are limited in the lectures, while teaching in small groups provide the teachers with an opportunity to exercise the influence of personal motivation. It is clearly visible on the working and friendly atmosphere during the teaching of cycles C and D.

89% of respondents in cycle C - Fine Arts said that the teacher's personality and his attitude is a very significant and motivational factor for them. The approach to the active form (work in



studios) and passive form (participation in lectures) is balanced: 50%. The interest in the active form can be demonstrated by the number of students wishing to continue in the follow-up year oriented on working in the studio only (83%). This result is particularly interesting because some of the students (28%) had no specific idea about the contents of study at the beginning of their study and 56% had never addressed the creative activity before.

72% of students in cycle D - Computers in Practice value personality and attitude of the lecturer as an important motivational factor. The verbal evaluation showed even greater appreciation of lecturer's patience than expertise.

## **VII. Discussion - RECOMMENDATIONS FOR PRACTICE**

In terms of research described in previous sections, in the interest of the development of U3A at our university and in the interest of improving its quality, we propose to focus more on intensive direction of the development and less on efforts primarily on further increasing the number of students. Although the survey shows a greater focus on passive learning, this result is not entirely straightforward. More passion and enthusiasm for learning is clear from the personal contact with seniors, especially in cycles C and D, where the active involvement of students is significant and work is carried out in small teams, and from the research in this group of students. The result of the entire survey also suggests that there is a potential for making students more active. The aim should therefore be seeking a way to gradually win senior students of all cycles for a more active form of learning, to find forms and methods that will motivate them to be more active and creative in learning.

The proposed procedure can be summarized as follows:

- To work with teachers to find co-workers with a real interest in working with seniors and in having individual contact with them; to adjust the learning from the very beginning to the prevailing original secondary level education of students,
- To introduce students beginning their studies to the university environment by familiarising them with the university, higher education methods in general, and



ways to complement the knowledge gained in lectures through self-study, use of university study-rooms and library, with Internet usage,

- To familiarize students with the importance of seminar papers, how to approach the process as well as their elaboration,
- To motivate students to be interested in presenting the acquired knowledge and their own opinions and attitudes,
- To assign students to solve practical problems to make their work's results clear and practically feasible, to activate their creative potential,
- To bring together to a greater extent than hitherto other TBU students to build inter-generational cooperation and certain "student solidarities"
- To involve students in the organization of the U3A (with the aim of separating the simplest administration and improving and refining the conceptual work and creating space for the organizationally demanding provision of supplementary tuition and training workshops).

## **VIII. CONCLUSION**

The paper deals with a group of people who decided to study at an age when the majority of their generation adopts a more passive "well-earned rest in retirement." The paper should have clarified who are the senior students, what interests them, why they chose to spend their leisure time in university lecture halls, what motivates them to do so and what they entail. A very brief simplified summary of research results could be a description of a typical U3A student as follows: female, aged 60-65 years, living with a partner, raised two children, has secondary education in technical field, had limited opportunities to pursue her studies and hobbies in the past, has studied at the U3A for two or more years, in cycle D - Computers in Practice, is supported by her family and wants to continue studying, especially Social Sciences. Her motivation to study lies particularly in the interest in new disciplines or in activities for which she previously did not have time, but prefers a more passive acceptance of



new knowledge through participation in lectures. If motivated enough by the teacher and friendly atmosphere of a small team of “classmates”, she will be willing to engage in active creative activity. Studying is an important option for improving seniors’ quality of life, which brings something new all the time. Seniors express their attitude toward U3A and appreciate the opportunity to study with sincere thanks (certainly more than the young students, for which the possibility of study is often taken for granted). Seniors who study do not need to improve their professional qualifications or a career, they are no longer concerned about improving economic conditions of life, but it is due to this fact that their learning has special significance: for its intangible value, for its higher principle. The importance and prestige of this form of education will surely increase. To prepare conditions for its further development will be certainly a challenging task, but beautiful and beneficial to society as a whole.

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## **Paper Presentation Tuesday 11.30 - 12.30**

### **3.1. Role Models for Responsible Living**

For further information please see document which includes all abstracts of the PERL conference 2011.

### **3.2. Living Healthy and Humand Rights Education**



## **ACTING A TINY LITTLE BIT UPON CURRENT REALITY: WOMEN ARE ECO-HEALTHY!**

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The Summit on the Millennium Development Goals (MDG) celebrated in September 2010 highlighted the importance of accelerating progress on women's health. Women (...) are critical to all of the MDGs, United Nations Secretary-General said (United Nations 2011a). Thus, it is a challenge for 21st century societies to foster equality between genders –among others, to be able to overcome health problems derived of inequalities between men and women-, to improve maternal health and to enlarge women's access to full and stable employments that can contribute to a healthy living not just from a physical point of view, but also from psychological and social perspectives. It is also a challenge to achieve all this through the adoption of lifestyle patterns that safeguard human rights, foster social wellbeing, preserve a healthy biosphere and promote sustainable and equitable development (Earth Charter). Environmental sustainability is not achievable with nowadays consumption patterns and use of resources.

In the report *Keeping the Promise* (United Nations, 2011b:2), United Nations Secretary-General stated that with five years to go to the target date of 2015, the prospect of falling short of achieving the Goals because of a lack of commitment is very real. This would be an unacceptable failure from both the moral and the practical standpoint. If we fail, the dangers in the world — instability, violence, epidemic diseases, environmental degradation, runaway population growth — will all be multiplied. Nevertheless, Secretary-General Ban Ki-moon also states that achievement of MDG remains feasible with adequate commitment, policies, resources and effort. To make it possible, the outcome document of the High-level Plenary Meeting of the General Assembly on the Millennium Development Goals includes an action agenda for achieving the Goals.

The design of the workshops *Women are eco-healthy!* was inspired by the plea to keep the promise and to stay engaged to the achievement of the MDG. They address the trinomial woman-health-environment through a critical perspective of learning that prioritises equity as a mechanism of regulation for social justice and environmental sustainability.



This paper presents the methodological approach followed to design the workshops addressed to adult women with low economic status living in Barcelona province (Spain). Overall, the paper discusses how “reality” is brought into the classroom and how learning processes may be fostered out of it.

### **WHO ARE THE WOMEN?**

The workshops Women are eco-healthy! are addressed to adult women with low economic status and low academic skills. Specifically, the workshops are to be developed in immigrants associations, women’s associations, community centres and unions’ women section.

### **A METHODOLOGICAL APPROACH TO BRING REALITY INTO THE WORKSHOPS “WOMEN ARE ECO-HEALTHY!”**

Aim, competences and contents based on social determinants of health

The theoretical framework of the workshops is based in a critical perspective of learning that prioritises equity as a mechanism for health promotion and environmental sustainability. According to the World Health Organisation (2008:1) structural determinants and conditions of daily life constitute the social determinants of health and are responsible for a major part of health inequities between and within countries (...). The unfairness in the immediate, visible circumstances of peoples’ lives – their access to health care, schools, and education, their conditions of work and leisure, their homes, communities, towns, or cities – diminish their chances of leading a flourishing life (...). And of course climate change has profound implications for the global system – how it affects the way of life and health of individuals and the planet. We need to bring the two agendas of health equity and climate change together.

Thus, to address environmental-health equity requires addressing social determinants of health; that is, the daily conditions in which people live. Those daily conditions are the “reality” faced day by day by these people, and constitute the basis to define the aims and



competences to be developed by the participants of the workshops Women are eco-healthy!  
and that are defined as stated below:

#### Aim

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Gain awareness about conditions that shape health inequalities among women and about its environmental impact.

Gain awareness about daily choices that shape health status among women and about its environmental impact.

Transform health related daily choices in opportunities to improve personal and environmental wellbeing and foster health equity.

#### Competences

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Analyse the economic, social and environmental impact of daily choices related to: food shopping; personal finances; individual autonomy; work; unemployment; education; leisure time; housekeeping.

Identify risk and protection practices for health and environment related to: food shopping; personal finances; individual autonomy; work; unemployment; education; leisure time; housekeeping.

Choose a protection practice for health and environment related to: food shopping; personal finances; individual autonomy; work; unemployment; education; leisure time; housekeeping.

Describe structural determinants that facilitate or hinder daily life implementation of protection practices for health and environment related to: food shopping; personal finances; individual autonomy; work; unemployment; education; leisure time; housekeeping.



Make public the structural determinants that facilitate or hinder daily life implementation of protection practices for health and environment.

Food shopping, personal finances, individual autonomy, work, unemployment, education, leisure time, and housekeeping are the social determinants of health, the daily “reality” addressed by the contents of the workshops. Those contents are organized in a total of seven workshops which titles are:

- Women are eco-healthy with their personal finances!
- Women are eco-healthy with food!
- Women are eco-healthy when they work or when they are unemployed!
- Women are eco-healthy when they educate themselves!
- Women are eco-healthy in their leisure time!
- Women are eco-healthy at home!
- Women are eco-healthy when they are autonomous!

The definition of aims, competences and contents based on participants’ daily life conditions is the first step to bring reality into the workshops Women are eco-healthy! How to establish a “reality based” learning process is the second one, and will be addressed in the next section.

Learning strategies that foster participative, functional, meaningful learning experiences

The learning strategies of workshops Women are eco-healthy! are based on a constructivist approach to adult learning. In practical terms, and from an educational and empowerment health promotion approach, this means that learning strategies are (Bailey and Kitson, eds.: 10):

- Functional: useful, down-to-earth, practical, touching daily life.
- Contextualized: based on participants’ previous life experiences and taking in account the learners’ social context and environment.
- Interdisciplinary: using contents from different fields of study.



- Dialogical: fostering symmetric dialogue and the validation of what the learner says – not how he or she says it.
- Strength's based: focusing on learners potentials and strengths rather than on their weaknesses.
- Problem-solving based: through a cycle of orientation, planning, implementation and evaluation, competences are gained to identify individual and or community needs and strengths and act upon them through a program of action.

The procedures used in the workshop Women are eco-healthy with food! exemplify how the criteria mentioned above have been applied in the design of the workshops' learning strategies:

Procedures of the workshop Women are eco-healthy with food!

Procedures	Welcome and presentation of the workshop
	Individual exercise: Participants are asked to fill in the questionnaire "Are you eco-healthy with food?" in order to identify the actions and decisions taken on a daily basis that are risk or protection practices for their health or for the environment.
	Presentation: Economic, social and environmental impact at global and local level of the risk and protection practices mentioned in the questionnaire.
	Discussion about the relation between the questionnaire filled in and the presentation.
	Group brainstorming about possible strategies that can foster health and environmental protection practices at structural and individual level.
	Individual exercise: Each participant is asked to choose a new protection practice that she feels she could implement in her daily life and to consider



what does she need to do to be able to implement it (brief action plan).

Participants are asked to write down their choice and action plan.

Plenum: participants are invited to share their choices and action plans with the rest of the group.

Invitations: participants are invited to place their action plan in a visible place of their homes. They are also invited to participate in the Forum “Women are eco-healthy”, where the participants in all the workshops implemented during 2011 will share their experiences about individual and structural factors that hinder or facilitate healthy and environmental daily life decisions.

The procedures specified include learning strategies that fulfill the criteria previously defined:

- Functionality: The questionnaire provides a holistic analysis of the protective and risk practices present in the participants’ life and thus allow reflection based on down-to-earth activities and decisions. The action plan defined by participants is also based in their current reality and aimed at improving it.
- Contextualization: all learning strategies are based in the participants’ own experiences. The presentation describes the local impact of risk practices, which gives an opportunity to the participants to relate with their own social and environmental surrounding.
- Interdisciplinary contents: the environmental and health approach of the workshop based on social determinants of health foster an integrative and interdisciplinary approach.
- Dialogical learning: brainstorming, discussions, plenum are meant to share on an equal basis among participants and between participants and facilitator.
- Strength’s based strategies: the analysis made through the questionnaire does not only focus on risk, but also on protection practices. The action plan is also based on what the participants feel they can do to keep on building their strengths.



- Problem-solving based strategies: the different activities of the workshop offer opportunities to for orientation (questionnaire, presentation, discussion) and planning (action plan). Participants are invited to act and to join a forum where they will be able to commonly evaluate what they have done.

**Evaluation: results, accountability and visibility for structural reasons of health and environmental inequalities.**

The last part of the workshop briefly mentions the Forum “Women are eco-healthy”, where participants in all the workshops implemented during 2011 will share their experiences about individual and structural factors that hinder or facilitate healthy and environmental daily life decisions. Also, the Forum will be an opportunity to evaluate the results of the workshops – have the participants implemented their action plans? A report will be made, based on the results of the Forum discussions about hindering and facilitating structural and individual factors for environmental and healthy daily living. The report will be sent to diverse public institutions (e.g. Women’s Catalan Institute, Health Department of Catalonia) and to all the organizations where the workshops have been implemented with the suggestion to place it in their websites. This action intends to offer visibility to the structural reasons that make the healthy and environmental choice a difficult choice and also accountability of the results obtained with the workshops.

When time for evaluation will come limitations of the process followed will also be raised. Two of them can already be mentioned: what can be done with one concrete action –one workshop- when lifestyle changes are difficult and take time? How to follow-up the implementation of the action plans when there are no measures specified to do it between the workshops and the final Forum? In some cases, the series of workshops will be implemented in institutions that are networking among them and that address the same people, and thus it will be possible that the same women participate in more than one seminar. If more economic resources were given to the project, it would be possible to define follow-up measures with



the institutions. Yet, it is not possible to say if those economic means will arrive and in a good number of cases participants will attend only one workshop. There is no doubt Women are eco-healthy is a small action. Yet, as Eduardo Galeano wrote<sup>44</sup>:

“Those are small things.

They do not finish with poverty

They do not take us out of underdevelopment (...)

They do not expropriate Ali Baba’s cave

But perhaps they unleash the happiness of doing

and transform this happiness into actions.

And, after all, to act upon reality

And to change it, even if it is a tiny little bit

Is the only way to proof

That reality can be transformed.”

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<sup>44</sup> Translated by the author of the article.



## **METHODOLOGICAL PROBLEMS AND PRACTICAL ISSUES OF RESPONSIBLE LIVING IN HUMAN RIGHTS EDUCATION**

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## 1. INTRODUCTION

The ongoing transition to pluralist democracy and restructured social and justice systems in Central and Eastern Europe, the enlargement of the European Union, and the new role of NATO within the international system (with Bulgaria becoming a full member of the EU in 2007 after joining NATO in 2004) provided a new impetus to human rights education in Bulgaria. Being a relatively new academic and teaching subject, issues of human rights present some new challenges at a time of profound curriculum reform in university education in Bulgaria. Thus a particular need exists for knowledge and skills of human rights protection mechanisms among Bulgarian university students, who will soon become practitioners and experts in the field of public policy.

This paper elaborates 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. Although I have focused my efforts on HRE in the broader context of Human Rights, I have used my previous experience with CCN and now with PERL to develop and teach classes that help students grasp the concept of responsible living. I have taught the classes in an interactive fashion, bearing in mind that we can and must grade/assess student knowledge and skills in human rights but cannot quantify and grade student attitudes, values, and behaviors.

The paper offers a theoretical discussion (with serious practical implications) of the need to work out and adopt official guidelines for responsible living within HRE. Basing that notion on the previous experience of PERL I should note that the term "human rights education" as used here incorporates teaching, training, and awareness-raising activities that cultivate knowledge, attitudes, and skills that will promote the realization of human rights. I will also explain how to develop a core list of competencies in the field. Thus the paper deals with both methodological and practical issues.



## **2. THE FRAMEWORK OF EXISTING APPROACHES**

The manner in which the international community and national political elites approached issues of human rights protection changed dramatically in the second half of the 20th century. Universal instruments of international law, including the Universal Declaration of Human Rights (1948), the International Covenant on Economic, Social and Cultural Rights (1966), the Covenant on Civil and Political Rights (1966), the Optional Protocol to the International Covenant on Civil and Political Rights (1966), the Second Optional Protocol to the International Covenant on Civil and Political Rights aiming at the abolition of the death penalty (1989), and the principles relating to the status of national institutions for the promotion and protection of human rights (Paris Principles, 1993), as well as regional instruments such as the Convention for the Protection of Human Rights and Fundamental Freedoms (1950), the European Social Charter (revised, 1996), the American Convention on Human Rights (1969), and the African Charter on Human and Peoples' Rights (1981), brought issues of human rights to the forefront of international law, international relations, diplomacy, and everyday political practice.

Human rights became a controversial political issue during the Cold War, especially in the aftermath of the Helsinki Final Act of 1975. In the post-Cold War period, national governments became more and more aware of the need for human rights compliance; no matter how advanced they were in implementing or protecting them. In the past, the main focus had been on human rights violations and abuses (strongly denounced by the international community), but in recent years NGOs and governments have argued that promoting human rights requires affirmative campaigns of promotion, not just the punishment of breaches. That policy has been facilitated by efforts over the past 20 years to build democratic polities and market economies. In this conception, human rights principles are not only a matter of the well-being of certain individuals and groups, but a substantial prerequisite of further development and a component of economic, social, and cultural progress. In this



view, respect for human rights is crucial for social harmony and cohesion and government accountability.

At the World Human Rights Conference in Teheran (1968) delegates assembled to review the progress that had been made in the field of human rights and also have declared the need to concentrate efforts towards the implementation of the norms that had been established in order to protect human rights in the future. The Vienna World Conference on Human Rights (1993) signaled a renewed push in human rights promotion. The Vienna Declaration and Program of Action set the tone of work that followed over the past eighteen years. The Vienna accords proclaimed: “The World Conference on Human Rights recommends that each State consider the desirability of drawing up a national action plan identifying steps whereby that State would improve the promotion and protection of human rights” (Part II, paragraph 7145). The recommendations are not binding, but most states-parties have felt obliged to follow the recommendations. Sustainable development and responsible living are key aspects of this new human rights framework.

### **3. THE ROLE OF NATIONAL ACTION PLANS IN PROMOTING RESPONSIBLE LIVING IN HUMAN RIGHTS EDUCATION**

The concept of national human rights action plans assumes that lasting achievements in human rights require the government and people of a given country to take concrete action to bring about positive change. In the literature on these issues, several terms are used – “national plans of action for the promotion of human rights,” “national plans of action,” “national plans,” and “national action plans.” The precise terms depend on the country’s legislation and traditions (sometimes the term “programme” is used instead of “plan”), and most analysts use them interchangeably. External persuasion and pressure can sometimes be useful in influencing governments to take action, but improvement in human rights observance cannot be imposed from outside. Any plan of action requires comprehensive

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<sup>45</sup> UN General Assembly, World Conference of Human Rights, Vienna, 14-25 June 1993.



needs-analysis; a wide-ranging programme, adequate resources, and effective evaluation. Genuine improvement requires attitudinal change, education and training, a sound and independent legal and judicial system, and a commitment to the rule of law. Among other things, the plan specifies basic services in different social spheres, especially for vulnerable groups.

The national action plan provides several benefits. It will:

- Provide a review of national human rights needs;
- Raise awareness on human rights issues among government officials, security authorities, civil society organizations, and the public;
- Mobilize a broad spectrum of the society in a cooperative atmosphere;
- Propose realistic activities;
- Set achievable targets and propose realistic activities, thus becoming effective tools of sound public administration and governance;
- Promote linkages to other national programs, particularly in education and development.
- At the national level the national plan will be:
  - Identifying public support for human rights issues, thus bringing national cohesion by encouraging an environment of tolerance, harmony, and common purpose amid diversity;
  - Promoting transparent and participatory planning;
  - Setting priorities for concrete actions in the field;
  - Setting up clear success criteria and participatory mechanisms for monitoring and evaluation;
  - Committing adequate resources;



- Achieving linkage with national development areas (health, education, law enforcement) to achieve cross-sectoral implementation and avoid isolating human rights as a separate “sector”;
- Generating commitment to action.

At the international level a national action plan can:

- Mobilize a wide range of people and organizations in support of human rights activity;
- Facilitate the mobilization of domestic and international resources, including through UN and other channels of technical cooperation for countries needing resources, training and expertise to achieve their human rights goals;
- Provide non-confrontational approaches and constructive cooperation on human rights (e.g. avoiding recriminations and keeping all relevant actors in the process);
- Promote the universal ratification of international human rights treaties, facilitate the effective observance by governments of their obligations, and promote conformity of national legislation with international standards.

The record of countries that have adopted and implemented such plans has revealed several important consequences – the ratification of international human rights instruments and more effective incorporation of them in domestic law and practice; the stronger administration of justice, improved rule of law, strengthened independence of the judiciary; better awareness and implementation of civil, political, economic, social, and cultural rights that eventually lead to an improved quality of life, especially for vulnerable groups; improved linkage between human rights and development; the establishment or strengthening of national human rights institutions; greater effectiveness of civil society; enhanced programs for vulnerable groups; greater understanding of human rights standards and their values to the individuals and the community; and reduced risk of social tensions – improved national harmony, reducing risks of internal conflicts.



All the plans were targeted at the future – improving human rights observance as a development factor for long-term social progress, targeting vulnerable groups (children, women, refugees, ethnic minorities and indigenous peoples, etc.) and developing human rights education. In Sweden, for example, the aims of the national plan were to enable the Government to lay the groundwork for a more cohesive view of these issues in Sweden. Its objective is primarily to promote and protect human rights and to enhance awareness of issues relating to human rights in general. Better coordination of work on human rights, particularly within central government administration, is a further aim. A fourth objective of the action is to improve human rights education.<sup>46</sup> The plan spanned over 3 years (2002-2004) and specified certain priority issues for further work in improving the promotion and protection of human rights, indicating how the government intends to promote human rights education. It also specified an informational strategy and follow-up and evaluation mechanisms. The priority areas were the international protection against persecution and torture, the protection against discrimination and related issues, the rights of disabled persons, the rights of the child, the rights of elderly persons, housing issues, segregation, the legal rights of national minorities (the Sami people), and freedom of expression and religion. For each, a specific account was given of the current status, the official objectives, some current preparations, completed legislation, and new measures to uphold Sweden's international obligations. The mechanisms involved required a greater awareness and coordination within all sectors of public administration.

#### **4. HUMAN RIGHTS EDUCATION AND RESPONSIBLE LIVING**

Human rights education requires the dissemination of concrete knowledge of civil, political, economic, social and cultural rights, new educational techniques, and analysis of the role of agencies at various levels (social insurance offices, courts, municipalities, etc.) as well

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<sup>46</sup> A national action plan for Human Rights, Fact Sheet, Ministry of Justice, Sweden, January 2003, Government communication 2001/02:83



as NGOs. Several steps for follow-up activities and monitoring and evaluation procedures are provided.

Putting responsible living issues in the proposed national action plans is a task that PERL should embrace, revising existing plans wherever they exist. My experience in teaching general and more specific courses of human rights for several years in different Bulgarian universities has caused me to realize the importance of introducing students to basic arguments in ongoing theoretical debates regarding human rights protection. A possible innovative element is to put responsible living as an issue in HRE in a comparative (i.e. standards and mechanisms on the background of the functioning domestic political system) and in an international perspective.

Some theoretical areas of human rights connected to the concept of universalism and its detractors can be presented in an introductory fashion, although the course may focus predominantly on several particular case studies dealing with the implementation of human rights. By presenting the current scope and new opportunities of legal regulations versus pragmatic political considerations, the course offers theoretical background on traditional approaches to human rights, combining them with particular knowledge and skills derived from case studies and novel approaches to those issues.

Some specific outcomes of such approaches might include the ability of the students to:

- Contrast the contemporary social science models and paradigms of the current world order to pragmatic considerations of international politics and more general notions of human rights protection;
- Draw on the disciplines of international law, political science, international relations, history, and law to develop a complex understanding of the theoretical approaches of the issues and their practical implications;



- Examine the theoretical debates in the field and the factors that shaped the existing models of explanation;
- Develop an understanding of the conflicting views and national perspectives on the evolving international system of human rights protection;
- Secure a basic knowledge of how foreign policy decisions are implemented;
- Sharpen writing, analytical, and debating skills;
- Probe the possibilities of, and limits to, cooperation among sovereign states attempting new ways to combat old problems in the field of human rights protection;
- Prepare students for more advanced coursework and careers in international law; diplomacy, and international relations.

## **5. CONCLUSION**

Human Rights Education should be designed to give students theoretical background and methodological skills for research, teaching, and implementation of human rights principles and good practices. The human rights courses can draw on International Law, International Relations, Political Science and related subfields and should highlight the complex relationships between states, state institutions, international institutions, and non-state actors; define the role of all those actors, and evaluate how the security of each state fits within the global political system. The HRE should also offer competing perspectives on the concept of humanitarian intervention and the protection of human rights in the international system. Students will thus have a better basis for evaluating the foreign policy actions of national institutions and governments in defending national interests, especially the actions of the Bulgarian government.



The concept of the national action plan presumes that certain general principles are applicable to all countries despite taking account of the political, cultural, economic, historical, and legal circumstances in a particular country. It recognizes that no country—not even the most advanced Western democracies—has a perfect human rights record and thus all must strive to improve human rights observance.

The fundamental purpose of a national plan is to improve the promotion and protection of human rights in a particular country, placing human rights improvement in the context of public policy. Governments and communities endorse human rights improvements as practical goals, devise programs to ensure the achievement of these goals, engage all relevant sectors of government and society, and allocate sufficient resources.

Instructors with human rights values, especially if coming from a human rights advocacy mindset, usually desire to work toward motivating the students in all areas of the topic, including psychological aspects. In a formal educational setting, however, instructors can take account of motivation but will find it hard to grade such an intangible thing. After teaching in a multicultural environment for many years, I have concluded that more than one class or one experience is needed to change stereotypes, prejudices, and discrimination, not to mention inspire tolerance, inclusion, and advocacy. A strong case can therefore be made to emphasize human rights in the curriculum. The purpose of a good HRE is to give students sufficient knowledge and democratic values that will enable them to contribute to the greater good.



### 3.3. Analyzing Responsible Living



## **RESPONSIBLE LIVING – THE MATTER FOR ALL OF US CAN WE LEARN TO LIVE RESPONSIBLY?**

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## **1. Introduction**

The problem of responsibility to the future in this time is even more pressing if we realise that the economy is not the only region which abides the absence of responsible behavior. From all the sides we are facing many societal, political, cultural and also ethical events connected with responsibility to the future. As an example can serve predatory behavior toward nature, state of natural resources, religious and political strife, misunderstanding of multiculturalism, racism, and also health care system, education, police, judicial system, the crisis in the perception of our own personality or the crisis of values.

The present article focuses on two areas fundamentally affecting the responsibility to the future. This article aims to highlight the responsibility of individuals for the future and to show the way in which this responsibility shifts to the business.

The first of the areas affecting the future are individuals themselves and their relationship to Responsible Living. Article stresses the important role of each individual in relation to the future and sustainability, namely the importance of individual approach of each of us. A responsible approach to the future can be influenced, individuals can be educated, guided and convinced about the importance of responsible living. The article identifies factors and steps indicating the levels of an individual behavior and directions of the responsible education and training of individuals towards the fulfillment of the requirements for responsible living.

The second area is the business itself. Business can be considered as the largest contributor to future threats. But business has tools to secure future. The challenge for business in this area is the implementation of triple bottom line reporting.

## **2. Individuals**

approaching to responsible behavior and the education system in this area

In practice, the goal of responsible behaviour is to defend and shield the organisations and individual oneself from different fateful adverse events, appropriate to ensure their adequate access to already set in situation. Threats of the very existence come from many sources.



They come primarily from the concerns about efforts to conserve nature, economical decline, struggle with competition, technological risks or direct threat to the health or lives. These sources also indicate exposed areas, where the education and training of people (starting with young children) agreeable to behave responsible should be focused on.

From the above mentioned follows that a large range of knowledge and skills from different areas are indispensable for the application of really responsible behavior to the future. For better illustration, the stated relations can be expressed in Fig. 1.

Fig. 1. Factors influencing the level of responsible behavior

### **3. Factors influencing the level of an individual responsible behavior**

#### **3.1 Personal approach to the responsible living**

The basis for a responsible training for the solution of any problem is an individual personal approach. That's why we are going to tackle the aspects that influence the attitude of an individual to the necessity of responsible behavior. One of the strongest influences impacting an individual is his personality. Sociologists have proved some most vital personality features are unconscious. In this consequence, individuals are often not aware of some important influences impacting their activity (Kets de Vries, Miller 1985).

One of the most important ways such unconscious influences act is acting through basic own opinions considered to be reasonable and strict, created by a person in relation to himself and surrounding environment. Opinions and ideas on principle influenced personal approach to



responsible behavior we should consider in the following five principal fields identified as an organizational culture base (Schein 1985):

- A relation to the respective surroundings: Does a person understand his relation to the surroundings as a relation meaning supremacy, subordination, harmony, searching for proper positions or anything else?
- A character of the truth and reality: Of what nature are regulations, methods, individual behaviour in defining what is true and what is not true?
- A human nature character: What does it mean "to be a human being" and what human properties are considered to be principal and indispensable? Is a human nature bad, good or neutral?
- A human activity character: Based on the above stated opinions, how would people behave in relation to their surroundings, truth and fact, and human nature? To be active, passive, committed to work or subjected to the fate?
- A human relations character: What is deemed to be proper relations among people? It is a relation of co-operation or competition, individualism or group, is it based on natural authority, laws or charisma?

For this paper purposes we are going to divide the individuals to two groups: "ready" (hereinafter just "R") - ready or preparing for responsible behavior to the future, understanding its importance, and "not ready" (hereinafter just "N") which are able or willing to deal with a responsibility only at minimum. We note such dividing is much simplified.

Now, let's have a look how these two groups differ in their principal opinions and statements.

A relation to the respective surroundings: The individuals should clarify their external environment definition and their relation to it. A "R" person understands his surroundings in quite a wide content, trying to conceive also the position of surrounding entities, not undermining the importance of external entities for its activities. A person is perceived friendly, not only as a means for its objective achieving, as it is in case of the "N" person.



A character of the truth and reality: In order to protect their own idea of themselves, the "N" persons apply a great number of protective mechanisms. E.g. idealization is one of the most frequently used mechanisms, i.e. a feeling to be able to achieve everything, which is based on idealization of some people (Pauchant, Mitroff 1988).

A human nature character: The "N" persons have tendencies to divide internal and external entities to "good", proving them perfectness feeling, and "bad". The "R" persons admit their potentials and real abilities.

A human activity character: The "N" persons often practise a fatalism, by which they prevent themselves from a feeling of a blame. According to them, accidents are accidental, caused by bad luck, a bad star. Such behaviour is dangerous. In its consequences, it diminishes a feeling of the blame and being responsibility for activities, justifying the measures absence.

A human relations character: The "R" persons utilize simultaneously competition and co-operation, individualism as well as teamwork. The "N" persons prefer inter-human relations based mostly on individualism and rivalry. The results are individuals advancement, however, not team development. At the same time it is created big space for nonacceptance of the importance of responsible living.

Even though the nature of a great part of those attitudes is inborn, there is still a wide gap that must be bridge over by education.

The required education and preparation at this level is predominantly of psychological character and is focused on transforming an individual into a personality. The outcome of education is not very visible and that is why it is ignored to a considerable extent and thus not appreciated.

### **3.2 Conditions for education for responsibly living**

As a individual anticipates a necessity of being prepared to take responsibility to the future building and can be ranked among persons of "R" group, then conditions for his education must be created.



The crucial prerequisite is a standpoint of the top. It means government officials must not boycott, ignore or patiently tolerate the responsible behavior of people. It is them who should accept the the importance role of responsibility and subsequently the necessity of being ready to cope with them. A great emphasis must be laid on the role of the top (government officials) as it is just them who are finally responsible.

### **3.3 Subsystems of education and training**

Well, which areas should the education of individuals for responsible behavior include?

The first area is the ability to perceive, observe and structure the surrounding events. An individual should use his imagination and ability to imbue others to follow his activity. Performance efficiency of an individual depends on his ability to tackle the problems. The second one includes the ability of communication. Targeted communication means a great support for the solution of even unexpected situations. The third one rests in trust. People respect an individual who they can rely on. Truthfulness, opinion steadiness and credibility are important values which the individual is expected to possess. The fourth one is own professional knowledge.

These areas for the training of responsible behavior to the future should be caught at an early age of an individual.



#### **4. Can be business responsible to the future?**

Sustainability practitioners are familiar with the Triple Bottom Line (TBL) - people, planet and profit. The majority of people would agree that TBL tenants are the most important factors in shaping the sustainability of the business.

All of that said, and despite its virtues, pursuit of the TBL alone cannot ensure achievement of the most important goal of a commercial entity; namely, its sustainability or continued survival for which, sustained financial growth is the single most important pre-requisite and judgment criterion.

Sustainability practitioners, while focusing on TBL, often fail to acknowledge the absolute importance of financial growth to the entity's continual well-being, in the absence of which, inflation alone will ensure the entity's demise to say nothing about existential challenges arising from continually increasing competition, changing market economic conditions. Finally, and most importantly, there is no a greater enemy of the sustainability movement than a failure (Yezerky, Hall 2011).

##### **4. 1 Triple Bottom Line**

The triple bottom line (or "TBL", "3BL", or "People, Planet, Profit") became the dominant approach for measuring organizational (and societal) success; economic, environmental and social. Similar UN standards apply to natural capital and human capital measurement to assist in measurements required by TBL, e.g. the ecoBudget standard for reporting ecological footprint.

In the private sector, a commitment to corporate social responsibility implies a commitment to some form of TBL reporting. This is distinct from the more limited changes required to deal only with ecological issues (Vokounová, Vilčeková 2010).

The concept of TBL demands that a company's responsibility be to 'stakeholders' rather than shareholders. In this case, 'stakeholders' refers to anyone who is influenced, either directly or



indirectly, by the actions of the business. According to the stakeholder theory, the business entity should be used as a vehicle for coordinating stakeholder interests, instead of maximising shareholder (owner) profit (<http://english.turkcebilgi.com/Triple+Bottom+Line>).

#### **4. 2 The Bottom Lines**

"People, Planet and Profit" are used to describe the triple bottom lines and the goal of sustainability.

"People" (Human Capital) pertains to fair and beneficial business practices toward labor and the community and region in which a corporation conducts its business. A TBL company conceives a reciprocal social structure in which the well being of corporate, labor and other stakeholder interests are interdependent. A triple bottom line enterprise seeks to benefit many constituencies, not exploit or endanger any group of them. In concrete terms, a TBL business would not use child labor, would pay fair salaries, would maintain a safe work environment and tolerable working hours, and would not otherwise exploit a community or its labor force. Quantifying this bottom line is new, problematic and subjective. The Global Reporting Initiative (GRI) has developed guidelines to enable corporations alike to comparably report on the social impact of a business.

"Planet" (Natural Capital) refers to sustainable environmental practices. A TBL company endeavors to benefit the natural order as much as possible or at the least do no harm and curtail environmental impact. A TBL endeavor reduces its ecological footprint by, among other things, carefully managing its consumption of energy and non-renewables and reducing manufacturing waste as well as rendering waste less toxic before disposing of it in a safe and legal manner. A triple bottom line company does not produce harmful or destructive products such as weapons, toxic chemicals or batteries containing dangerous heavy metals for example. In TBL thinking, an enterprise which produces and markets a product which will create a waste problem should not be given a free ride by society. It would be more equitable for the



business which manufactures and sells a problematic product to bear part of the cost of its ultimate disposal. Ecologically destructive practices, such as overfishing or other endangering depletions of resources are avoided by TBL companies. Often environmental sustainability is the more profitable course for a business in the long run. Arguments that it costs more to be environmentally sound are often specious when the course of the business is analyzed over a period of time. Generally, sustainability reporting metrics are better quantified and standardized for environmental issues than for social ones (<http://shivsthirdye.blogspot.com/2011/01/bringing-about-enterprise.html>).

"Profit" is the bottom line shared by all commerce. In the original concept, within a sustainability framework, the "profit" aspect needs to be seen as the economic benefit enjoyed by the host society. It is the lasting economic impact the organisation has on its economic environment.

#### **4. 3 Arguments in favor of the concept TBL**

The following business-based arguments support the concept of TBL companies (Savitz, Weber 2006):

Reaching untapped market potential: TBL companies can find financially profitable niches which were missed when money alone was the driving factor. Examples include: ecotourism or geotourism in poor regions, creating Fair Trade jobs, fundraising or creating networking opportunities.

Adapting to new business sectors: Since many business opportunities are developing in the realm of social entrepreneurialism, businesses hoping to reach this expanding market, must design themselves to be financially profitable, socially beneficial and ecologically sustainable. For example, Fair Trade and Ethical Trade companies require ethical and sustainable practices from all of their suppliers and service providers. A business which is planning to work with Fair Trade or Ethical Trade companies, must design their business model to be TBL. Studies of nature's service and assessments of the value of Earth have tried to determine what



might constitute an ecological or natural life deficit. The Kyoto Protocol relies on some measures of this sort, and actually relies on some value of life calculations that, among other things, are explicit about the ratio of the price of a human life between developed and developing nations (about 15 to 1). The motive of this number was to simply assign responsibility for a cleanup. As it is, people in developed nations can be said to benefit 15 times more from ecological devastation than in developing nations, in pure financial terms. They are thus obliged to pay 15 times more per life to avoid a loss of each such life to climate change-Kyoto seeks to implement exactly this formula, and is therefore sometimes cited as a first step towards getting nations to accept formal liability for damage inflicted on ecosystems shared globally (<http://english.turkcebilgi.com/Triple+Bottom+Line>).

#### **4. 4 Arguments against the concept**

While many people agree with the importance of good social conditions and preservation of the environment, there are also many who disagree with the 'Triple Bottom Line' as the way to enhance these conditions. Savitz and Weber (2006) also note the arguments against the concept of TBL. The main arguments against it may be summarised as:

Effectiveness: It is observed that concern for social and environmental matters is rare in poor societies (a hungry person would rather eat the whale than photograph it). As a society becomes richer its citizens develop an increasing desire for a clean environment and protected wildlife, and both the willingness and financial ability to contribute to this and to a compassionate society. Indeed support for the concept of the 'Triple Bottom Line' itself is said to be an example of the choices available to the citizens of a society made wealthy by businesses attending to business.

Business contributes most effectively to the improvement of all areas of society, social and environmental as well as economic.



Nationalism: Some countries adopt a nationalistic approach with the view that they must look after their own citizens first. This view is not confined to one sector of society, having support from elements of business, labor unions, and politicians.

Libertarian: As it is possible for a socially responsible person to sincerely believe that the 'Triple Bottom Line' is harmful to society, the libertarian view is that it would be arrogant to force them to support a mechanism for the improvement of society that may, or may not, be the best available. That is, those who would not force Greenpeace and the Salvation Army to generate a profit should not force businesses to take responsibilities outside their area of expertise.

Inertia: The difficulty of achieving global agreement on simultaneous policy may render such measures at best advisory - and thus not enforceable. For example, people may be unwilling to undergo a depression to replenish lost ecosystems.

Application: Because there is no single way to monetarily measure the benefits on the society and environment as there is with profit, it does not allow for businesses to sum across all three bottom lines. In this regard, it makes it difficult for businesses to recognize the benefits of using TBL for the company, itself.

#### **4. 5 Implementing Triple Bottom Line Reporting**

Sustainability outcomes can be disclosed in a triple bottom line report, which provides information on societal and environmental outcomes as well as financial results. Due to its existential significance, contribution to growth is the ultimate judgment criterion used by businesses to evaluate every activity. This is relevant to sustainability in two ways. First, with any business that allocates more resources to sustainability, it is likely that this business perceives a closer relationship between sustainability and growth. Second, when sustainability activities are not closely related to growth, they will most likely be the first to get cut, especially if the entity struggles to survive (Yezeresky, Hall 2011).



## **5. Conclusion**

Mutual interlinkage of particular phenomena forces organisations, business and individuals to carefully economize their activities and to re-evaluate their responsible (or non responsible) behavior. Such tendency is inevitable if we are to face growing complexity of problems. The needs of new skills are arising. In concurrence thereon the importance of school education in the field of social responsibility namely on lowest levels is grown.

In presentment paper we tried to point out some fields of the responsible citizen education and training. We do not assert, that their specification is total or final. However we hope, that it can be the inspiration for the way of further education in this field. The approach to responsible living were applied at an individual. This fact is not at all determinated for the application of identical approach to any individual, at whose we want to investigate the level of its social responsible behavior.

For businesses, sustainability is a powerful and defining idea: a sustainable corporation is one that creates profit for its shareholders while protecting the environment and improving the lives of those with whom it interacts. It operates so that its business interests and the interests of the environment and society intersect. A sustainable business stands an excellent chance of being more successful tomorrow than it is today. Increasingly, businesses are expected to find ways to be part of the solution to the world's environmental and social problems. The best companies are finding ways to turn this responsibility into opportunity. We believe that when business and societal interests overlap, everyone wins.



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## **MULTI-LEVEL FRAMEWORKS TO ENABLE RESPONSIBLE LIVING**

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## INTRODUCTION

Society operates at many levels, becoming increasingly complex as it has globalized, with multiple levels of organization. Any effort to modify human behaviour must take into account the interrelationships between these levels and identify both opportunities and obstacles at each level if they are to have any impact.

A systems approach requires an analysis of the nested systems that operate at different levels. Each system will have a certain internal coherence and autonomy, while being cross-linked in various ways to systems above and below it in the hierarchy of organization. Each will have certain required enabling conditions to function effectively. There may also be unique features or emergent properties that only appear at higher levels of organization. A typical example is the human body, composed of cells differentiated into organs performing unique roles within functional systems (nervous, digestive, hormonal, reproductive, etc.) composing a body itself dependent on an external environment, with emergent properties like intelligence, and serving as a functional unit in larger social and economic systems. Similarly, human society is structured in hierarchical levels from the family, community or neighbourhood, city, region, country to the planetary level, cross-layered with cultural or tribal, ethnic, religious, linguistic, professional and associative groupings and affiliations.

The individual human being is the fundamental unit for responsible living, driven by biological needs interacting with knowledge and values to produce behaviours which may or may not be responsible in the context of the global sustainability of human society. Knowledge and values are first transmitted in the family, then by social interaction in the community and through the media which increasingly reach into every home. Formal and informal education add their own contributions as the individual forges an independent identity and personal lifestyle while growing through adolescence to adulthood. While lifestyles may become more rigid with age as the individual becomes locked into an occupation and community, and takes on family responsibilities, there can be moments of



fluidity and reconsolidation, particularly at moments of transition such as unemployment or career change, a “midlife crisis”, religious conversion, retirement, widowhood, etc. While in the past, limited mobility and access to knowledge meant that lifestyle change was rare or culturally determined at stages through life, globalization has exposed everyone to multiple alternative lifestyles and undermined traditional certainties, just as it has increased the choices of more or less sustainable patterns of consumption and forms of behaviour. While this complexity means that what constitutes a responsible lifestyle is very context-specific, it also provides opportunities for larger-scale interventions intended to influence lifestyle choices, and this is the focus of the Partnership for Education and research about Responsible Living (PERL) (<http://www.perlprojects.org/>).

A strategy to enable people to live more responsibly needs to be developed in a supporting framework of concepts at all levels from local to global. When there are a variety of impediments at different levels, only a concerted action to identify and address all of them will allow significant progress. The following sections of this paper will discuss a few examples of relevant actions and processes taking place at some of these levels. More systematic study would certainly identify many other factors that will need to be addressed in various contexts.

One other point will complete this introduction. Experience has shown that scientific information by itself is necessary but rarely sufficient to change behaviour (Dahl, 2004, 2006). Responsibility is also a question of values. Failures of implementation in actions for sustainability at all levels can often be attributed not to a lack of understanding but to a lack of motivation to change damaging behaviours or activities. A values-based motivation will lead to commitment and ultimately to action. Examples of values relevant for responsible living are justice and equity, a sense of solidarity with every human being as a trust of the whole, and respect for nature and the environment. Any systematic strategy for responsible living



needs to incorporate this dimension both in individuals and in institutions and collective action at each level.

### **COMMUNITY LEVEL**

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. In this context, a new challenge to responsibility is emerging. The increasing movement of people around the world, and the expected massive increase in population displacements with climate change and environmental deterioration, are producing communities in which the original culture is eroding and a heterogeneous population of multiple origins must learn to live together. Most indigenous cultures and spiritual traditions have principles of hospitality towards strangers, but these are being lost. A common tendency towards xenophobia and prejudice against immigrants needs to be replaced by the appreciation of diversity and of the new vitality that immigrants bring to a community. This can best be built at the neighbourhood level where personal experience through direct interaction and solidarity can overcome prejudice based on stereotypes. The same process can address local issues of sustainability and encourage lifestyles that reflect responsible living.

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. An understanding of the global, national and local context for sustainability based on science should be combined with the spiritual and ethical principles and moral values necessary to motivate changes in consumer behaviour relevant to the local situation. For adults, these can be addressed in informal neighbourhood study circles, perhaps reinforced by devotional meetings where people of any spiritual tradition can share some time of prayer, meditation and reflection together. Local children's classes taught by parents or youth can provide a values-based content that is often lacking in formal schooling. For pre-adolescents in the process of forming their identity, action-oriented activities with



environmental or responsible consumption themes can build a foundation for life-long commitment to consumer citizenship. An example of this approach is the strategy for climate change education in the Bahá'í community (BIC, 2009). Similar action plans with an ethical/spiritual foundation have been developed for many religious traditions (<http://www.arcworld.org/projects.asp?projectId=358>).

These activities should build a neighbourhood or village cooperative spirit which would naturally lead to community consultation on local problems and priority actions to address those that are most pressing. A community thus empowered will be able to advance towards sustainability without depending on outside assistance.

### **NATIONAL LEVEL**

Introducing concepts of sustainability and responsible living into the formal school curriculum usually requires intervention at the national or sometimes state level where curriculum content is determined. There is often resistance to change at this level, and progress can be slow unless there is strong political leadership on the issue. Yet community efforts will be strongly reinforced if students are receiving similar messages at school. School children frequently become educators of their parents in environmentally-responsible behaviour such as recycling. Since much of the effort of PERL is focused at this level, it will not be discussed further here.

Another important set of partners that can be addressed at the national level is the media. Unfortunately, the media are often themselves purveyors of unsustainable lifestyles and cultivators of irresponsible consumer behaviour through advertising and the lifestyles they portray. Their marketing to children is particularly pernicious. It is often not in their interest to encourage responsible consumer behaviour, so their capacity to educate the public is rarely used to its full advantage.



The many and diverse organizations of civil society from businesses to faith-based organizations are spread across the spectrum from those supporting damaging forms and levels of consumption in the name of commercial, political or cultural interests, to those that are staunch defenders of responsible living. Even within the business sector, for example, some companies market products damaging to health and the environment, while others build their reputation with products from socially and environmentally responsible sources. Given the mixed messages with which we are surrounded, consumer education must include the capacity to see behind the superficially-attractive messages of the consumer society. Where advertising plays on animal impulses and selfishness, falsehood becomes public information, and greed, lust, indolence, pride and violence have social and economic value (UHJ, 2005), the antidote must be founded in moral values and ethical principles. Educational programmes should “vaccinate” children against the excesses of the consumer culture conveyed by the media, teaching moderation and being content with little.

There are increasing numbers of public bodies and civil society organizations with the capacity to support national campaigns of public information on responsible consumer behaviour. While many target specific issues relevant to their mandates, there is considerable potential for more integrated campaigns involving a variety of actors, such as the national Preach-In on Global Warming organized in the United States by Interfaith Power and Light in February 2011 (<http://interfaithpowerandlight.org/2010/10/national-preach-in-on-global-warming-2011/>).

## **INTERNATIONAL LEVEL**

The choices for living responsibly are often conditioned or constrained by what the economy and society offer. The individual consumer cannot control the larger dimensions of the economic system, but is simply swept along in the current. Individual, local and national efforts for responsibility will not be sufficient without a transformation of the global economy. Fortunately that process has now started. While the future evolution of the



economy is unpredictable, the evidence suggests the process will be bumpy, with alternating crises and (usually inadequate) reforms.

The financial crisis of 2007-2009 launched a fundamental questioning of the economy and an exploration of alternatives that would be more responsible (see for instance Stiglitz et al. 2009) looking for indicators beyond GDP. The growth paradigm itself is being called into question. Unfortunately the financial sector has gone back to business as usual, with speculation-driven instability and a bubble of derivatives and other financial products that could easily burst again. Meanwhile the high level of government borrowing and increasing risks of default mean that economic intervention of the scale of the last few years is no longer possible, and a loss of confidence in governments' abilities to repay their debts would bring down the world economy. When the economy does not grow fast enough to pay back principle and interest, default and/or inflation are inevitable. This becomes an additional incentive for responsible living that is community-centred, locally-sourced, and moderate in its requirements.

Regionally and internationally, the debate on the future of sustainability is now focusing on preparations for the United Nations Conference on Sustainable Development (Rio+20) in 2012. The conference theme of the Green Economy is particularly relevant to responsible living, and UNEP has just released a report on this topic (UNEP, 2011). The required changes in energy sources and resource supplies mean transforming many industries and fundamentally altering consumption patterns. These top-down drivers will complement and reinforce educational activities at the local level, and the international events around the conference in 2012 will themselves provide a good opportunity for public education on environment and sustainability.

The second theme on institutional arrangement for sustainable development and international environmental governance should also lead to institutional innovations that will encourage and facilitate greater responsibility and national and local levels. Civil society input has



highlighted the ethical importance of recognizing the primacy of the oneness of humanity as the foundation for a more sustainable society. Since humanity is one, each person is born into the world as a trust of the whole, and each bears a responsibility for the welfare of all humanity. This collective trusteeship constitutes the moral foundation of human rights and of responsible living. International and national measures should ultimately empower each individual and each community to contribute to the general welfare. Human diversity is a source of collective capacity, creativity, productivity, resilience and adaptation, and is vital to our social and economic development, prosperity and well-being (Advisory Group, 2011).

The discussions at the United Nations on Sustainable Consumption and Production (SCP) are also highly relevant. A 10-Year Framework of Programmes on SCP is being considered by the UN Commission on Sustainable Development in May 2011 ([http://www.un.org/esa/dsd/dsd\\_aofw\\_scpp/scpp\\_tenyearframprog.shtml](http://www.un.org/esa/dsd/dsd_aofw_scpp/scpp_tenyearframprog.shtml)). Many national and regional programmes being proposed within this framework will encourage economic transformation and support local initiatives for responsible living. The process has also stimulated deeper reflections on visions of development, the roots of the crisis in the present economic system, and the need for cultural transformation, as illustrated by the statement on “Rethinking Prosperity: Forging Alternatives to a Culture of Consumerism” (BIC, 2010) contributed to CSD 18.

## **CONCLUSIONS**

While lifestyles are ultimately the responsibility of each individual and family on this planet, responsible living is not something that can be achieved in isolation. The major focus for empowerment and support should be at the neighbourhood and community levels where social processes operate most directly and powerfully. However, accelerating processes of disintegration of old economic frameworks and certainties, and innovations in new approaches, are rapidly transforming the context to which individual lifestyles must respond. Education for responsible living must therefore be dynamic and adaptive.



The growing awareness of the need to recognize the oneness of humanity as the broadest framework for responsibility is stimulating a reexamination of preconceptions and certitudes about individual and collective purposes. Linking the scientific arguments for sustainability and ethical perspectives on responsibility, and relating local efforts to the international debates on these issues, will help everyone to think deeply about what is meant by responsible living.

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## **VALUES-BASED INDICATORS FOR RESPONSIBLE LIVING**

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## INTRODUCTION

Living responsibly or being a good consumer citizen are concepts rooted in values, since values define behaviour that benefits society. An individual operates on a spectrum from egotistical to altruistic, infantile to mature, base impulses to cooperative. In society this is expressed as power-hungry, seeking status and social dominance, versus conscientious, egalitarian, communitarian (Shetty, 2009). The latter qualities generally contribute to greater social good and higher integration.

Many Civil Society Organizations (CSOs) are values-driven or work at the level of values, but they have seldom been able to demonstrate the usefulness of this work to others in any concrete way. How can such organizations measure what they are trying to do? Are there indicators that can measure the changes they are trying to bring to their target audience? Can values-based change be made more tangible? These are the questions the researchers set out to answer.

The European Union, through its FP7 research programme, funded a two year project (January 2009-April 2011) on the Development of Indicators and Assessment Tools for CSO Projects Promoting Values-based Education for Sustainable Development, or ESDinds for short (Podger et al., 2010) (<http://www.esdinds.eu/>). The partners in the project were the University of Brighton (UK) and Charles University (Prague) as academic partners, and Civil Society Organizations including the Alliance of Religions and Conservation (ARC, UK), the Earth Charter Initiative (Sweden/Costa Rica), the European Bahá'í Business Forum (EBBF), and the People's Theatre (Germany). The International Federation of Red Cross and Red Crescent Societies did not formally join the project, but contributed some case studies. Professor Arthur Dahl was a partner and senior advisor to the project. The research team at



Brighton was led by Professor Marie Harder, and at the Charles University Environment Centre by Dr. Tomas Hak.<sup>1</sup>

## **METHODS**

The project was unique in EU-funded research projects in that it was driven by the CSOs, not the researchers. The CSOs defined what values were important to them and what they wanted to measure, i.e. implementing values or spiritual principles. This often meant clarifying their values in a way they had not done before. They needed to be clear about what they were trying to do in a way that might make it measurable. Often the organizations discovered values that they had not realized were important. This crystallization of their values was itself an important project outcome, as it added a new and valuable dimension to their work.

The role of the researchers was to help to define assessment methodologies and indicators relevant to the identified values. They used various research approaches to compile the explicit values in each civil society organization. Then they looked for implicit values by interviewing staff and participants. The values found were verified with the CSOs and compared to the research literature on values. While hundreds of terms for values were compiled, these were often found to be context-specific, and could not be used consistently across projects and organizations.

From all the values identified, the CSO partners selected six for the initial trials,:

- Unity in diversity
- Trust/Trustworthiness
- Justice
- Empowerment
- Integrity
- Respect for the community of life (the environment)

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<sup>1</sup> In addition to Marie Harder, Tomas Hak and Arthur Dahl, researchers involved in the project included Gemma Burford, Elona Hoover, Svatava Janouskova, Georgia Piggot, Dimity Podger, Ismael Velasco, and Martin Zahradnik.



The researchers then developed long lists of indicators pertinent to each value, drawing on literature from across the social sciences. Through the field projects, where some indicators were refined and others dropped, a final list of 166 indicators was produced which seemed to be broadly relevant across all the case studies tested, often measuring more than one value. While the vocabularies for values differed greatly between cultural and institutional contexts, the behaviours described by the indicators seem to be more universal, although certainly still far from comprehensive.

### **SAMPLE OF WE VALUE INDICATORS**

1. Everyone has their place in the team
8. Work environment is supportive of people being able to fulfil their responsibilities in their families or personal relationships
17. Decision-making takes into account the social, economic and environmental needs of future generations
20. People participate actively in developing the entity's code of ethics
38. Women feel that they are given equal opportunities to participate in decision-making processes
45. People share their skills and abilities freely with one another, regardless of nationality, ethnic origin, skin colour, gender, sexual orientation, creed or religion
70. People are taking the opportunity to develop their own visions and goals for projects, and/or for the whole entity
75. Entity's activities or events connect participants emotionally to the community of life
83. Mistakes are understood as opportunities to learn and improve
94. People do not backbite about others within the entity
96. People feel they can participate in the vision and activities of the entity or project without compromising their personal beliefs or values



## CASE STUDIES

The researchers then visited CSO field projects, where they jointly identified and adapted relevant indicators with local project leaders and CSO personnel, and then trialled the selected indicators in the projects, followed by a joint evaluation and sharing of experience. The indicators that were developed and tested in the first phase were shared more widely with other activities both inside and outside the project, and further tested in some additional case studies.

The following descriptions of some of the initial case studies illustrate this approach, and show the diversity of situations selected to demonstrate that values can be measured.

### Echeri Consultores, Mexico (Earth Charter)

Echeri Consultores is a small non-governmental organization affiliated with the Earth Charter Initiative, working to increase environmental awareness and an understanding of Earth Charter values in rural indigenous communities in Mexico.

One of its projects is a programme working with 9-13 year olds in 15 schools in the Purepecha indigenous communities. It includes arts workshops on environmental conservation and values; guided reflection on local ecosystems; and tree planting workshops, enabling the children to establish tree nurseries in the school grounds and to conduct reforestation activities in the wider community.

For this project with school children, it decided to focus on two values: collaboration in diversity, and care and respect for the community of life. This led to the choice of 22 indicators, such as:

- We feel girls are valued;
- Different points of view are listened to;
- Emotional connection to community of life;
- Quality in outputs (training in tree planting).

Many different types of assessment tools were used, such as:



- Use of a spiral of coloured scarves on which pupils stood (spatial/corporal method);
- Hand painting (paint how you felt, when we finished the last project) and word elicitation (what words go with these pictures that you painted?);
- Focus groups;
- Theatrical comprehension (can you 'act out', like in a play, how you plant a seedling?) (Test of knowledge);
- Key informants.

Before the project, they used to measure the number of trees planted and the number of children involved as their indicators of success. Now they can measure as well the emotional connection to nature, gender equality, equality of the indigenous members, and empowerment. They now realize that these things that are important to them are also of interest to their funders, since their funding was extended at a time when many projects were cut.

A second Echeri Consultores project in Mexico was with a multi-cultural group of around 19 youth aged 12-21, called Juatarhu ("Forest" in Purepecha), meeting every week. The activities of Juatarhu are similar to those of the schools programme, but with greater scope and depth, incorporating large reforestation campaigns and municipal arts festivals.

#### Lush Cosmetics, Italy (EBBF)

Lush is a multinational company producing and distributing handmade cosmetics and toiletries from fresh organic ingredients. The company has a strong ethical policy that precludes the purchase of any ingredient from any supplier that tests any of its materials on animals, as well specific environmental education projects and numerous policies relating to waste, energy, aviation and the environmental impact of ingredient sourcing. The central office of Lush Italy is based in Milan and has a small number of employees (less than 20 in total) working in management, communication, marketing, accounting and retail. There are also employees preparing certain cosmetic products and distributing imported products. Four



shops are located in the Milan area. The indicators were successfully tested in this corporate context.

#### People's Theater, Germany

People's Theater is a non-profit programme based in Offenbach, Germany, and staffed mainly by youth volunteers aged 18-25, that uses drama workshops to help school children to explore social responsibility and non-violent conflict resolution. Its philosophy is based on a positive image of humanity, and the view that individuals have a duty to build their own character, develop positive social values in themselves and serve the wider community. The indicators were used to measure the effectiveness of the training of the youth volunteers and their commitment to the values of the project, and have become a regular part of project evaluation. They are now exploring how they can be used to measure their impacts on the school children they work with.

#### University of Guanajuato, Mexico (Earth Charter)

The Environmental Institutional Programme of Guanajuato University (PIMAUG) is a cross-faculty initiative structured around 6 strategic areas:

- a) Assisting students to develop a holistic vision of the environment;
- b) Promoting sustainable resource use and waste management;
- c) Diffusion of a culture of environmental awareness, through a variety of media;
- d) Interdisciplinary research;
- e) Training in environmental issues through diplomas and Masters programmes; and
- f) Social participation and inter-institutional partnership.

The programme decided to engage in the indicators project because the Earth Charter is about transforming values into action, which is the “heart” of the University mission. The University already has good environmental measures, but there was no way to know rigorously the deeper dimension of the Earth Charter vision, and the degree to which those values were present and transformative. The values-based indicators provided a way. The



indicators articulated deeply-held aspirations and priorities which had not previously received systematic attention. The process of reflection and selection of the indicators, even before measurement, had a significant cultural impact on the PIMAUG unit and enthused participants, becoming a process of transformational learning.

Among the key benefits was the change of culture experienced in PIMAUG. The Earth Charter workshop leaders reported a greater sense of effectiveness as a result of a clearer and more precise focus on values in their workshop delivery. The personal impact of the indicators affected how a manager dealt with conflict, and generated a much more participatory approach in her work with volunteers. The unit has a greater unity of vision, and participants in the focus group discussions have reported having reconnected or been re-inspired in their work. Integrating the indicators into regular evaluation has increased group insight into their own application of values and led to understanding success in terms of values in a practical way.

#### Youth as Agents of Behavioural Change, Sierra Leone (Red Cross)

The Principles and Values Department of the International Federation of the Red Cross and Red Crescent Societies (IFRC) has initiated and conducted a worldwide programme called “Youth as Agents of Behavioural Change” (YABC). YABC seeks to empower youth to take up a leadership role in positively influencing mindsets, attitudes and behaviours in their local communities towards a culture of peace, respect for diversity, equality and social inclusion.

As part of this programme, the Sierra Leone Red Cross Society has established an agricultural project composed of four teams of 30 members each. It brings together members of different tribes and chiefdoms, even those who fought on opposite sides during the civil war, which ended ten years ago. These youth live and work together on agricultural sites and participate in YABC workshops relating to non-discrimination and respect for diversity, intercultural dialogue, social inclusion, gender, and building a culture of non-violence and peace. The indicators were trialled successfully during a weekend workshop, and provided the organizers



with new insights on the effectiveness of their work and on some problems still to be addressed.

The IFRC was sufficiently pleased with the results that they asked the researchers to participate in a regional conference in Jordan with youth leaders from 45 countries of Asia and the Middle East, to share the methodology and encourage its widespread application.

## **WE VALUE**

With the end of the EU-funded project, some of the participants have joined in a new partnership to create an on-line platform, WeValue.org, to access and use the indicators developed and to encourage a community of practice for values-based indicators by taking the work forward and sharing experience.

The We Value system can help with three things:

- Measuring, by finding personalized ways to assess what is important;
- Crystallizing what is actually important to an entity or project; and
- Communicating to funders and to the public, building a new, shared, values-based vocabulary.

For rigorous measurement of the presence of a particular value, the indicators considered valid for it need to be defined clearly, and more than one indicator and measurement method should be used. If it is not necessary to be rigorous every time, a simple measurement is sufficient.

The project confirmed in various ways that it was clearly values that were being measured, including as a control a case study of a financial services company in Luxembourg. Ultimately it is for each organization or user to decide what the presence of a value looks like in any particular context. It is this internal consistency that validates and makes the tool useful. The master list of 166 indicators has been derived from the experience of many CSOs and has demonstrated its usefulness, but each user needs to decide what would be considered a good measurement with that indicator.



Despite the wide range of case studies, the methodology will still require further development. It was not possible in the short duration of the project to extend it to Asian cultural contexts or to test the methodologies with a wide variety of religious and cultural traditions, which have their own norms and vocabularies. However the project methodology of bottom-up identification of values and determination of behaviours and indicators that measure those values should be applicable in almost any context.

## **RESULTS**

The project established as a proof of concept that values can be measured with indicators. It showed that measuring behaviours or feelings linked to values is possible with reasonable scientific validity in context-specific situations. By agreeing to a common values interpretation within a project or organization, the measurements have internal consistency and validity. Such indicators can show state or change over time. While the methodologies are quite clear, they require a certain understanding of standard social science techniques, so some human facilitation may be necessary to adapt the approach in organizations without adequate internal capacity.

The project showed that previously invisible dimensions of an activity like values could be made visible using indicators. When something can be measured, it becomes important. Values can then be consciously encouraged or cultivated, and the organization or project becomes more values-driven. Strong values are linked to more effective outcomes.

Using indicators as tools, values can be embedded more widely in many kinds of human activity that can benefit from stronger values. The measurement methodologies are sufficiently flexible to adapt to most situations and can incorporate almost any values framework. Measuring desirable behaviours and values becomes positively reinforcing.

The project concluded with an international conference “Making the Invisible Visible: An emerging Community of Practice in Indicators, Sustainability and Values”, which took place



on 16-18 December 2010 at the University of Brighton, England. The project results were presented to a wide range of organizations including educators, businesses, civil society organizations and social enterprises, with discussions focused on measuring human values at the project level. Conference reports including presentations and videos of the main speakers are available at the project web site: <http://www.brighton.ac.uk/sdecu/research/esdinds/conference/index.html> and at the International Environment Forum web site: <http://iefworld.org/conf14.html>. Scientific papers on the results of the project are in preparation.

The PERL network should find in this approach a powerful tool to measure the effectiveness and demonstrate the utility of education for responsible living.

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### 3.4. Media



**RADICAL; A RETINAL PERSISTENCE OF A STRUGGLING MIND**  
**TYPE OF CONTRIBUTION**  
**SHORT FILM, GUIDED BY PAPER**

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## **Introduction**

Persistence of vision is mainly a brain episode, although some specialist, claim that it is a phenomena related to the theory of human vision and the eye, but what matters for us here, is its relation to the intangible, to the images, to the memory, to the past from which we move towards the future.

Rather than theorize, the intention of this text is to simply show the process, progress and practical outcomes of an exercise pursued by the students involved. Like that, the work hereunder presented is not a scientific attempt (rather it aims at being a guide for the audiovisual video pieces that are to be shown at the conference and that for reference can be found on Youtube as it will be addressed and explained below.

The exercise is called Radical and has been running for already two years in the framework of two different classes at the Design department from Los Andes University in Bogotá, Colombia: Studio 7-Sustainability and Design Atmospheres.

Studio 7- Sustainability is a semester-long workshop in which students dig into the idea that sustainability is a synonym for joy, good taste, quality, optimism and design is synonym for reflection.

Starting from there the class aimed at showing that one can talk about sustainability going beyond the artefact, specially nowadays when “eco-artefacts” are shown as the solution for environmental and social crises; we also support the idea that sustainability has to do with the most inner aspects of human condition (Arendt), with the behaviour of mankind and derivate ways of being and doing.

Like that the class is open to disciplines that complement it, from art to biology, semiotics and even astronomy and tries to walk the paths of social innovation and public design trying to create urban spaces and situations that promote that joy, that good taste for life, that well being, that reflection and then face the quasi catastrophic landscape that consumption society presents nowadays.



Important here is understand that sustainability "is not a field of application, nor a discipline but a transversal tension to all human activity, and thus to all design". (Manzini 2008).

**The objectives of the class are:**

- to detoxify students from the semantic saturation that the word sustainability comprises nowadays.
- to re-evaluate the taboos that have made of sustainability a solemn topic so that new approaches can be undertaken and new strategies in terms of design projects can be conducted.
- to re-evaluate the bottom up creativity and try to approach the bottom of the pyramid as something stimulating rather than a boring "social" issue and there the redefinition of "social" needs to be done.
- to offer conceptual tools to that the student adopts his/her own posture as a designer having to deal with the limits of the planet.
- to catalyze, from the design arena visions and democratic strategies in which the clients, or better the citizens, have enough tools with which to re-appropriate their time and space in the contemporary in a world overwhelmed, not only, by material cultures.

In short, sustainability is defined for us as: "whatever makes people -happy- without jeopardizing the surrounding atmospheres" (concept re-read from a definition of UK based think-tank Attainable Utopias<sup>47</sup>), a concept that goes in hand with a definition of social innovation as: "whatever prompts trust and well being among society".

The class moves pretty much towards the exploration of the interstice art-architecture-design as a scheme to find out pertinent interventions that prompt well-being in the city.

Now, the basic idea of the Radical exercise at the interior of this particular class, was having the students facing a personal challenge during one semester. Such challenge regards their daily lives, their quotidian not much as "designers" but as human beings. Main issue was to

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<sup>47</sup> <http://attainable-utopias.org/tiki/tiki-index.php>



make students reflect upon the limits of the planet (at all levels: economic, social, political, cultural, environmental and even religious) and from there, having felt at “first hand” the limits of the planet and what is like to live “without” x or y comfort or habit, watch how their mind-settings as designers start changing so that afterwards such intimate experience mark their projectual paths.

A series of choices engaging the Radical are given to the students so that they can choose one challenge (for both the class are compulsory and a grade has to be given to, make sure, that they will complete it). Such challenge should be done and documented on audiovisual records during the whole semester. Fig. 1.

Some of the challenges that have been posed during this period include issues such as food, water, transportation, etc.

**Here some alternatives from which students chose among:**

- taking showers with cold water
- reduce the time in the shower
- recycle the used water in the shower “somehow”
- reduce the amount of water used to do the dishes, laundry, etc.
- using the stairs instead of the lift
- stop using the car on individual basis (promoting car sharing/pooling)
- increase in a great deal the use of public transportation or bikes
- eat healthy (highlighting that the aim here is not to go on a diet)
- bring food from home to avoid buying junk food
- do not accept/buy food that comes into plastic bags, plastic plates or plastic cups
- stop using watch, ipod, headphones etc.
- stop using mobile phone
- stop watching TV
- avoid a certain bad habit (smoke, drink alcohol, etc.)



- avoid to be late or in a hurry
- watch out the language
- control one owns personal manners and behaviours in stressing situations

Besides these personal challenges, students contributed with their own defies, for instance one girl decided to stop using perfume since she felt that she was depending too much on it while another opted for closing her Facebook account things that given the implication of social networks and what means for people to be connected was a real, according to them: hard task. There is to say that the exercise, by being a challenge, has to look appealing, contemporary and fun, that is why, it goes in line with initiatives and self-challenging experiences (such as Collin Beavan's experiment: no impact man<sup>48</sup>), we challenged our students to face themselves with the limits of the world.

As a result, and acknowledging the fondness of students for carrying always a camera or device to stock memories, more than keeping track of the exercise in their logbooks, preparing infographies about it, writting an essay and projecting an artefact, the final given task is to make a 30-60 seconds video to not only give account of their experience, but to attempt at motivating possible watchers of those videos. The resulting material has been uploaded on the internet under:

Youtube susRADICAL and atmenO21 channels.

Figure 1: still images from the Radical exercise uploaded in Youtube

Source: Youtube

[http://www.youtube.com/user/susRADICAL#p/u/0/oI-OG\\_Jm3JY](http://www.youtube.com/user/susRADICAL#p/u/0/oI-OG_Jm3JY)

<http://www.youtube.com/user/atmenO21>

Implications from the Psyche

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<sup>48</sup> <http://noimpactman.typepad.com/>



The exercise, aims at being a stand to talk about “mental design”, this is: behavioural design in designers themselves hence if designers are to talk about sustainability and all that it implies, they should feel the constraints of a limited planet by themselves.

In that line, there is to highlight the importance of keeping this exercise at a personal level, even if the classes especially Studio 7, which is a workshop, ask for team work. The reason for this and also for having the present moment as what matters is why we intended to see the exercise not as something that is done for the sake of future generations, but for the here and now.

This issue, the one of time and thus priorities lead us to address: the principle of the plane, which remits us to the moment in which the stewardesses in aircrafts say:

- please wear your mask first, and then help children and others
- move only when the plane has arrived to a full stop
- we are now in automatic pilot.

The first premise, if you allow us to take the principle of the pilot to explain this, regards the importance of high esteem. Psychologists talk about this (and usually teenagers reject it) but if you are not fine with yourself you cannot help others meaning if sustainability can not be at least taste by you how come are you going to propose it to others? It is not an egoistical approach, rather is a call for students to come to senses as on the personal implications in their professional lives.

The second premise talks about the need for a full stop in relation to sustainability to analyze, next steps in a project and life if we are to framework it in the realm of sustainability. A stop to make decisions based on definitions or the sculpting of one's own being.

Meaning it is extremely important to not only, if we are to talk about a product for instance, analyze the state of the art, the materials, the target, the timing, etc., but actually to take into account the quantity of energy and the pertinence of the needs themselves to then see which is the most effective (also emotional-cost-effect) step to give. This premise asks for attention



and almost a constant “meditation” on the path. In practical terms the idea is to make students aware of the big quantity of energy wasted by moving with nonsense, like when all the passengers of an aircraft, as soon as the plane lands, start to stand up and open the compartments and take everything out to then have to wait for the door to be open and long queue to move, instead of just stayed sit and wait for the moment in which there is space to walk out.

Finally, the “we are in automatic pilot now” refers to the issue of trust again, an element that concerns not only mutual trust (if we are to talk about new economic models and communities that in a more sustainable way are getting organized in around the world), but also about individual trust, it talks about the importance to develop resilience at the interior of the designer in both personal and professional facets.

The exercise then, has strong psychological constituents that challenge the endurance, self-regulation and auto-judgment of students. Among these constituents, there is the fact that by having to use visuals to record their experiences and afterwards give account of it by producing a video, their memories and thus behaviours are being, we hope, questioned.

Under this view, if we are to say that in a class we are leaving traces or a sort of “retinal persistence”, some initial questions that the exercise aims at sparking are:

- What is it that we see everyday?
- What is it that persists in our memory? And more precisely, focusing the issue of sustainability ask:
- What could be seen so that a positive afterimage persists in people’s mind so that sustainable behaviours and ways of being, doing and consuming could change?

As said, images seem to be responsible of our everyday behaviours since memory conditions our quotidian reactions based on lived and stocked experiences. So can it be thought that images can also re-define and re-condition our behaviour.



From that psychological slant, the experiment can be seen as a platform to:

- invite students to accomplish an exercise that helps them to become more aware about their daily reactions facing a growing comfortable consumption society
- re-stock new information regarding other ways of being, doing, producing (as designers) and consuming.
- produce audiovisual material that could be used not only for them to give account of their personal practice but that could be instance for others.

Now, given the current situation of the planet in terms of limits, not only for what regards natural resources but also limits of social, ethical and political issues, the role of Design is changing, that is something that for other disciplines should not be clear or relevant but for the world of Design it means, at the end, to downshift production.

That is how from Industrial Design we have gone through Eco-Design, Service Design, Strategic Design and a whole range of possibilities so that our discipline can be more responsible with life in the planet trying to be good without losing money, but, the planet has reached a point in which we must acknowledge that yes, there are other alternatives that regard the change of daily attitudes, such as the proposed in the Radical.

### **Socializing the results**

In parallel to the development of the exercise during two consecutive years, and thanks to the participation of Los Andes University in the DESIS network, (Design for Social Innovation and Sustainability) some of the resulting videos (that's the only "tangible" thing to be shown) and methodology have been socialized with other members, teachers, students of the network in different part of the world, finding out that students like to be challenged, obviously many variables change depending on the context and latitude, but usually the same topics can be clusterized in challenges related to those topics that have gain name at a theoretical level when talking about lifestyle and particularly sustainable lifestyles. This common topics or actions then refer to food, mobility, housing, leisure and entertainment. It is in any case, easy



for students to acknowledge that much of their decisions as on which kind of challenge they will pursue has to do with two extremes: indulgency and punishment.



Fig. 1 Eliana Zuluaga and her video for the Radical exercise showing her breakfast transformation along a semester.

### **Giving up**

As shown, the Radical exercise intends to make participants give up of some kind of comfort or habit that in a way or another could be affecting their wellbeing. But, we found that the mere Radical could be a defense mechanism to run away from facing things that the individual may like but for, mostly psychological reasons, is not ready to face. And thus the Radical had to be given up, in order to “treat” the fear from a closer perspective instead of the running away that could signify its practice.

Once the semester ends, and after one or two semesters, students give account of the results and things that were sparked in them with the exercise. Usually they remember the class and the exercise as a rather personal-challenging and at times changing experience.

There is to mention that by talking about satisfying needs this is by leading students to complete their Radical, a reflection on what does it mean to satisfy someone’s needs, and given that the Radical is based, on a “restriction” of an object, basically, this triggered look at a new way to solve this issue of needs, without the artefact; somehow, after two editions of the Radical (two semesters) it helped to shape another class called Design Atmospheres.

Inside this class, understanding that in all cases it was a class frame-worked in the Design arena, the idea was to create a communicative artefact around which “consumers” of a



specific narrative can be triggered to ask themselves about the issue of production/consumption/satisfaction on an indirect way, this is, trying to reach their unconsciousness by means of works born in the interstice art-architecture-design. Ephemeral architecture, this is temporal and itinerant devices, public design, public art, art interventions seem to be taken the streets of mayor cities around the world. This class was inspired in the theoretical labour of Olafur Eliasson , Andy Goldsworthy , Paolo Rosa or Bill Viola, from which a model to construct moments of “awe” or responsive circumstances that made people ask themselves about their quotidian behaviours. A class to see if from the realm of Design human needs could be satisfied without a given product by rather creating all the conditions that the solution needed for satisfaction to be accomplished was set.

The students involved in this class also participated in the Radical exercise bringing about new material and visions on the issues of consumption and production.

The interesting part there is that along the Design Atmospheres class a final phase called the Post-visual was introduced, as what remains in people’s mind after having seen a work of video art so that by being it imprinted in people’s memory it could change their behaviours.

Initial reactions were collected on a non systematic nor quantitative way but rather by analyzing the interaction of the viewers with the opera and then inferring on those.

Somehow, when a new practice or way of behaving is trying to be “installed” in the human brain, we go back to childhood, back to the learning path. This is quite relevant in an exercise like the one we have pursued since as an educative process, we would like it to last, maybe not as a constraint but as a new approach to see things and behave. With this exercise we did not contrasted the effects at a neuronal level with quantitative research, but it would be interesting to know if the actual brain of the students, somehow, has changed.

According to Daniel Goleman: *“when we are born, the brain is not totally formed and thus it keeps on developing and it is there in the early infancy when this process of growing is more intense. The child is born with much more neurons of those that he will be having in his*



*adulthood and along the process known as -the trim- the brain goes losing the less attended neuronal connections and strengthen those synaptic circuits more used.* In that line, if the most attended behaviours are comfort and consumption, the individual does not even possess himself/herself issues regarding values or quality, but just acts.

By engaging research, studies and simple exercises like ours, Roger Weissberg, from **Illinois University in Chicago** found out that it is possible to:

- improve the problems solving abilities in children and young adults
- improve the collaboration among classmates
- control their impulses
- improve their conduct
- improve the efficiency and interpersonal popularity
- improve the capacity to deal with interpersonal problems
- control anxiety

We hope, with the Radical exercise at having improved at least one of the above issues, specially if those are related to more sustainable livelihoods.

Self control is the capacity to face emotional hindrances of life and frees us from the slavery of passions, this was a highly appreciated virtue in times of Platon. As Page DuBois states, the ancient term to refer to this virtue was *sôphrosynê* “care and intelligence in governing one self life-. Romans and what was the church in ancient times denominated it temper, the contention of emotional excess. But the objective of being temper is not the repression of emotions, rather the balance, because each feeling is valid, has its own value and meaning.

A life without passion would be an empty soil indifferent, isolated and expelled from the fecundity of life itself.

As Aristoteles stated, the objective consists in hosting the appropriate emotion, a kind of feeling that be in tune with the circumstances. The attempt to silent emotions drives to the numness and apathy, whereas its uncontrolled expression, on the other hand, can end up



driving to extreme situations, to the field of the pathologic (as it happens in the case of deep depression, acute anxiety, rage or maniac autación maniaca).

Students, in a much lesser level, could experience the difference of being constraint and being in control, being balanced. Some might have left , stopped the exercise because the restriction itself, was not only affecting their balance but affecting the people around them and this was particularly noticed in the cases in which students decided to quit facebook, quit their mobile phones or any device that implied communication with the other, specially because you don't know what is going on on the other side.

All the devices such as facebook or skype, messenger as well have the possibility to activate participation, who is and who is not connected, although sometimes one can simply not trust the other end, if for instance someone appears with green status, meaning that is connected whereas is not answering all this could lead to paranoia. But when someone decides that will simply quit these way of communication things could seem simpler this only, if the other end is aware.

The problem is that in the case of our students some of them did not explain to their families, friends, about the challenge.

## **Conclusions**

1. In this class students were doing things not just to be attentive or to respond to what a “sustainable behaviour” should look like, but actually to become much more aware and caring about the environment by doing not so “literal” things and visiting common places of the so called sustainable practices; rather than that they expressed that they could also “help” the environment by being aware of natural phenomena and let themselves be surprised, be catch and wondered by the elements of the environment, allow moments of awe in themselves at a physiological level. In the line of what Goleman says: “ curving the eyebrows appears in surprising moments because it enlarges the visual field and allows that more light penetrates in the retina, and this gives us more information about a given unexpected phenomena



enabling the discover of what is really going on and thus elaborate, the most pertinent action plan”.

2. New technologies more than mandatory are a congruent step of human evolution and should be used to bring about awareness making those enter in all our systems, including the emotional one, which is pierced as stated by Branzi (2007) by means of art and related practices.

Such congruence can be better understood by looking at Viola's when saying: “for the first time in human life we have the artificial technological system that can embody and represent that invisible aura, what digital technology is giving us is the ability to represent invisible things not visible things, I mean the essence of digital is a code, a code is not a thing as a cup or a stone or a table, a code is some conceptual metaphysical element that has no physical existence and yet is the more powerful tool we have today to understand our world, both in ways to model things with the computer, the ability to communicate with digital web systems like the internet and it is all based in this underlined fundamentally immaterial element that is fast becoming the whole way in which human beings work and even on ourselves the way in which we re-visualize today unlike the mechanics of anatomy as we used to understand it in terms of force and reaction and the hydraulics today's model of human being is a code a DNA and it is not coincidental that we have remapped the human being as a coded system in terms of biological elements and that is the most accurate model of a human being we have that is not coincidental that occurs in this age the code of a computer that also works on a code, although we do not understand yet where it is going but is very powerful”.

3. The idea of the Radical exercise is not to judge what's right or wrong. The most remarkable thing rather, is the conversation that it triggers, being it among students, and/or in relation to themselves and the inner roots of their behaviours. In this framework, it would be important to prompt, support, fund and co-produce “new” ways to pierce and approach youngsters thinking by means of films and art.



A “passive” but extremely effective way to make them “think” and bring a new mental “chip” in their minds.

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Silvana Editoriale spa. Cinisello Balsamo.



# **WHAT DO YOU SEE? THE POWER OF IMAGES REGARDING RESPONSIBLE LIVING**

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“The great french Marshall Lyautey once asked his gardener to plant a tree. The gardener objected that the tree was slow growing and would not reach maturity for 100 years. The Marshall replied, ‘In that case, there is no time to lose; plant it this afternoon.’”

John F. Kennedy

## **INTRODUCTION**

This paper is a study case that intends to present an Intensive Programme that took place in 2009 in Setubal, Portugal aiming sustainability, citizenship and consumerism. Several activities took place, but we are focusing only on the Workshop C that used photography as a tool to raise awareness among the IP participants. The data collected afterwards is available in the paper annex.

There’s no intention to study photography by itself, but to show the result of an approach to some basic concepts by using images brought by the students themselves to the classroom.

It’s organized in 3 main parts: a light approach to basic concepts in order to understand the 3 main topics mentioned above, including literacy, the presentation of the Intensive Programme EPICA and finally, the photo marathon concept applied in the IP and some of its main results.

## **I SOME BASIC CONCEPTS**

“Functional literacy” was first defined in the World Congress of Ministers of Education, held in Teheran in 1965 “as a learned ability which allows individuals to function in a variety of roles (citizens, parents, workers, members of a community), thereby improving productivity (Bujanda & Zuñiga, 2008)” (apud Martínez & Fernández, 2010). The concept evolved from “illiterate” that was defined in 1958 “as someone who is unable to read and write a simple statement about his or her daily life” (Martínez & Fernández, 2010). Through the years both concepts evolved, of course, in order to include, not only literacy “as a mere technical skill” (Martínez & Fernández, 2010) but also “as a group of practices situated within and defined by social relationships and broader cultural processes. This perspective highlights the various uses of literacy in daily life: civic and political rights, work, trade, child care, self learning,



spiritual development, recreation (Bujanda & Zuñiga, 2008; Fransman, 2008)” (apud Martínez & Fernández, 2010).

“In the mid-1960s, the concept of functional illiteracy began to gain acceptance, and literacy objectives became more complex, shifting toward the acquisition and development of the communication skills needed to participate in social life and production.” (Martínez & Fernández, 2010). The complexity of society and enterprises forced in to new ways of interpreting and understanding the concept of literacy. “It was no longer to be seen as a technical skill whose sole purpose was to ensure economic productivity. The concept of functional literacy took on a new meaning; it was now defined as a broad, diverse range of activities for which literacy is required, in order to ensure that a group or community can function effectively and continue to employ reading, writing and numeracy as a path to individual and collective development (UNESCO, 2006, p. 164).” (apud Martínez & Fernández, 2010)

Regarding literacy now it’s commonly understood as “the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (UNESCO, 2005).” (apud Martínez & Fernández, 2010)

Such diversity of applications required the adoption of different methods and strategies in order to achieve positive results to avoid functional illiteracy, spite of the need to pursuit continuous activities in time, especially after the mandatory school years. According to the fields, we have seen the birth of different types of literacy, like literacy itself, numeracy, technological/digital literacy, visual literacy and scientific literacy, among others.

“Paul Zurkowsky, American librarian and president of Information Industry Association, first used the term information literate, concerned essentially using the information in the workplace and the resolution of problems” (Silva, 2008) Information is a



fundamental term as it defines the actual society we live in according to Manuel Castells (Castells, 2002-2003; e 2004). It results from the latin *informare* which means to give shape. For some time all communication acts were reduced to a merely exchange of information, by using documents in a controlled manner. But because to communicate necessarily imply to share, the model includes people interacting, which obviously exceeds the information itself, but all the elements involved on the process, like the receiver and how he or she understands and uses the received information. By this time we recognize that the person's ability to recognize, understand, use or refuse information depends on several items, like education and social background, besides the conditions of the message transmission.

Nowadays, the main amount of information that we receive come from very different and complex devices. These devices mediate the transmitter and receiver of it – like the media and the social media. The appropriation by the public of the received information is very personal and difficult to control by the institutions, like enterprises. However, there's also a collective appropriation that appears on the social context, helping each one of us to recognize our role in society. In this case, it's easier for collective entities to have an effect on the reception of their messages, by using communication strategies – like advertising or public relations. Do we all have the competency to understand the messages, use them or even to understand that all the messages are mediated?

“Competency is the capacity an individual has to express an opinion about something of value as to what is learned, and the sum of knowledge or skills that allow you to play something or achieve some objective.” (Silva, 2008) The ability to interpret what one receives - including seeing - is essential for full participation in society. The paradox is that we may be able to use the devices that allow us to make contact with the information exchange, but we may not have all the tools that able us to use it in the best way, in particular due to the overload of information, the complexity of messages (not only visual, audio or script but multimedia) and the diversity of information providers. We cannot also closed this learning process in time;



now we need to accept lifelong learning (and lifelong literacy) as a natural part of our lives. So, it's easier if we arrange for some standards, some static preformed ways to deal with the information and the communications processes. The recurrent use of English as the main language in the communication situations (in particular among the ICT and the web) is an example of the need for homogeneity and simpler ways to solve the differences among intervenient.

Peltzer refers that "older people will be illiterate if they do not make the effort to learn new languages and new languages are three: English (...); the computers (...); and, finally, the images, which consists of read them concepts such as instability and movement, symmetry, complexity and simplicity, transparency, opacity, depth, clarity and disorder, continuity, sharpness, spread, variation, consistency, spontaneity, predictability, contrast and harmony ... (Peltzer, 1991) Images have an unquestionable advantage: make possible to "understand things quickly and easily at a glance, no matter how complex they are" (Peltzer, 1991). In the case of photographs, images reflect reality because they depend on it, while continuing to provide information to its receiver. The visual culture (literacy, visual literacy or graphicacy) can be simply defined as the "human ability to interpret and manipulate visual messages" (Peltzer, 1991). Images give the impression of truth and reality, even when it's object of manipulation and when we know that's the result of a construction by the use of a machine, a device that record and reproduces the reality. "To put into images is to produce a language that by its structure, forms and rhythms, stimulate and feed the imagination of the public. (...) potential cause for a mental representation of reality, that touches all the senses and particularly of sight" (Babin, 93).

It has several functions intertwined: it's a document, an object, a scientific instrument, a identification, a portrait, emotional, aesthetic, ... with several reading layers that help us to generalization and particularize it by choosing a focal point, a detail to highlight among several. This semantic function can present a story or an opinion by choosing a perspective. It



can also make a relation between concepts and ideas and can, at maximum, be transformed into an icon, and become a photo-symbol as Victor Silva Lopes reminds us (Silva Lopes, 1981). It describes, gives credibility and creates relations, implications. For instance, the recipient will be more implicated as more aware to the subject focused in the image. It's very expressive and useful in several contexts, from journalism to education because of its ability to make present what's not visible, give shape to what's shapeless, to alert for subjects by making people aware of them, to simplify what's complex... but doesn't replace reality: it's similar, but it only represents it.

But because it implies the recipient, there's an absolute need for preliminary knowledge regarding it, its cultural repertoire. Without it it's rather difficult to understand what we see in a photograph, for instance. Because images are at the meeting point between sender and receiver they communicate, they make a connection in an instant manner, obviously submitted to technical constraints as a product, but a trigger that activates the communication process (Dumont, 1994)

In any case, it's fundamental to master the context in which images are produced. In this matter the main topics are, as mentioned above, sustainability, citizenship and consumerism. To start, there are inner issues not yet solved concerning these topics concepts, because they are not completely clear even to the researchers in the field and because they evolve in fast pace. But, even dealing with these constraints, it's important to start with some basic definitions.

Sustainability is a concept always associated with development, which implies qualitative improvement<sup>49</sup> originally born within the Brundtland Report. Taking the Perl approach, 'sustainable development' is a multi-dimensional concept interpreted in many different ways. The concept includes the following interdependent dimensions:

satisfying the material and non-material needs of all humans – within present generations, and between present and future generations (intra-generational and inter-generational equity)

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<sup>49</sup> <http://www.perlprojects.org/Project-sites/PERL/Responsible-living/Concepts-and-values>



human and economic activity not exceeding the carrying capacities of ecosystems the efficient and wise use of both renewable and non-renewable resources integration of environmental, economic and social factors to mutually support a fulfilling quality of life for all.

The most commonly used definition of sustainable development is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Our Common Future, 1987).”<sup>50</sup>

The concept of citizenship revolves around three axes: "the active participation and involvement in the life of a given community, supports and contributes to the production of knowledge, accountability, sharing of cultures and development of the identity of the individuals; the right to participate - in political, economic and social life - not of itself mean that individuals get involved in the actual exercise thereof, nor are they equipped to do so in situations of equality; active citizenship flows from a sense of belonging of individuals and groups to the society in which they operate and therefore also depends on the conditions for promoting social inclusion and cohesion, as well as the development of attitudes and values" (Ferreira et al, 2000).

Consumerism is the opposite to consumism as “the set of behaviors and attitudes that lead to an indiscriminate consumption, which can lead to uncontrolled debt, an almost permanent state of dependency of activities related to shopping, but also environmental degradation, the total disregard for the consequences of our acts of consumption, including waste management.” (Beja Santos, 2010) Phillip Kotler enunciated what many consider the original definition of consumerism dated from 1972: “is a social movement seeking the augment the rights and powers of buyers in relation to sellers.” (Ölander & Lindhoff, 1975). It is therefore completely disparate concepts, and while the latter “seeks to help the citizen-consumer to introduce some rationality in the purchasing act, informing him, the first endeavor to keep a

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<sup>50</sup> <http://www.perlprojects.org/Project-sites/PERL/Responsible-living/Concepts-and-values>



general numbness, encouraging consumption habits sometimes questionable, rambling, or fraught with adverse consequences for society or the environment. This is because the citizen has not yet gained consciousness of the omnipresence of the concept and its role as a consumer, by eliminating the dichotomy between consumer versus citizen, adopting the integrative perspective of the citizen-consumer (Thoresen, 2005). However, the method of operation of the consumerist citizenship has been verified in all fields of the so much sustainability - economic, social and environmental - but also political or institutional, far beyond the 'eco-consumption' - a reduced concept, although innovative.” (Dourado, 2010)

Such a difficult task! Despite the many ambiguities and ambivalences that authors who work in this sector - albeit unintentionally – experiment, the teachers and invited speakers at the Epica Intensive Programme made a serious effort towards clarification among the IP participating students.<sup>51</sup>

## **II FROM THE INTENSIVE PROGRAMME...**

The College of Education from the Polytechnic Institute of Setúbal, Portugal, organized EPICA - European Programme In Consumer Affairs - Towards a Consumer Citizenship Education – Summer Course. This Intensive Programme (IP) was supported by the Life Long Learning Programme – Erasmus.

It 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 about sustainability, citizenship and consumerism using classroom lessons and the e learning platform Moodle. The main result is a course about the subject in the Moodle e-learning platform and several presentations available at <http://projectos.esi.ips.pt/epica/>

The aim of the EPICA Summer Programme was to share the knowledge of the 6 Higher Education Institutions (HEI) European partners in the field of Consumer Citizenship

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<sup>51</sup> Finally, the concept Responsible Living wasn't available to be used in this context, but it's now under development at <http://www.perlprojects.org/Project-sites/PERL/Responsible-living/Concepts-and-values>



Education, over a short period of time (two weeks). The Course dealt with interdisciplinary matters that are usually not focused in school courses on a regular basis.

The proposed curriculum development included areas of knowledge, such as: consumer education, media education, risk perception, political organizations, European policies, ..., using a different approach usually applied to areas like management, law, economics and sociology, i.e., the consumer citizenship approach towards sustainability.

The teaching objectives of this project were the promotion of a possible constructive response to the challenges of today and to do this the HEI partners committed themselves to the mission of developing a curriculum for this Summer Programme. This was a first step towards a future complete cycle of studies, at Masters Level. This level is based on critical understanding of the four main topics

The Summer Programme was scheduled to take place from 21 of June (when the international participants arrived) until 03 of July (when the international participants left) for 10 working days. The IP started the 22 of June (registration and opening session) until 02 of July (presentation of results and closing session). The partner's expectations also included the participation of the students on the creation and publishing of some innovative materials by the end of the Summer Programme.

Regarding logistics, this first international Intensive Programme regarding this subject would take place in the city of Setubal, Portugal. The Programme was developed with the participation of the partners involved in the CCN – Consumer Citizenship Network, an international network runned by the Hedmark University College (Norway) from 2003 until 2009.

Setubal College of Education / Setubal Polytechnic Institute was the coordinating institution (Setubal, Portugal). The other partners institutions included Rezekne Higher Education Institution, Latvia; Suhr's Metropolitan University College, Denmark; University of



Economics – Varna, Bulgaria; Vilnius Pedagogical University, Lithuania and the Hedmark University College , Norway (Fig. 1).

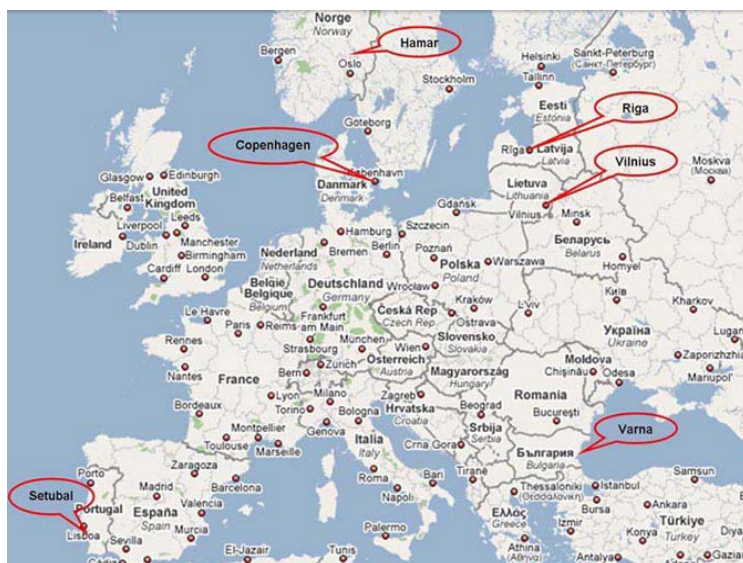


Fig. 1

This was an opportunity to promote cultural exchanges and to work in the field of consumer issues at a time when European citizens are facing new challenges, in particular in regard sustainability and consumerism.

In this IP there were four main themes on discussion:

- The role of the European citizen in a globalizing world,
- Sustainable consumption and production,
- Cultural diversity and interdependence,
- Social responsibility and citizenship.

English was the working language used by the target groups: mainly undergraduate students from the countries of the HEI partners that at the end received a maximum of 3 ECTS credits. The procedure included the selection of a total of 3 students per HEI partner to participate in this Summer Programme (except for Portugal that selected 5 students). The programme was supported by the Life LongLearning Programme – Erasmus until 75%. It included a twelve-night stay for the international participants with no enrolment fees for all students. Each HEI institution received support for accommodation, meals and transportation for the mobility of



participating teachers and students. However the Portuguese participants had to pay for their accommodation, meals and transportation.

Setubal College of Education offered the facilities, like classrooms, human resources support and access to all the facilities and resources available for Erasmus students, including computer and internet services.

Regarding the management 14 people were direct or indirectly involved in the enormous task of creating such a project: coordination, steering group, College Board, financial and administrative institutional support, webmaster, consultancy and logistical support.

The programme included some cultural and sportive moments, but it was mainly dedicated to develop the participant's knowledge about the main topics. So the plenary sessions aimed the introduction to the topics, followed with 2 basic workshops: workshop A aiming the preparation of a warm ambience between participants, confidence and cooperation (icebreak); workshop B aiming the introduction to the Moodle many tools and features, because it's going to be the main learning environment – besides face-to-face lectures.

In the plenum sessions there was an effort to present different points of view about interdisciplinary subjects and the result was very eclectic: subjects from Sustainable world in a trend perspective to the national consumers protection association were included. The invited speakers came from very different ranges: Pedagogy Science and Education, Marketing, Communication, Multimedia, Theatre, Contemporary History, Philosophy, Environmental Engineering, Physics Engineering, Social Sciences and CEO from private enterprises in a total of 17 speakers.

The structure of the IP included 2 important moments: the thematic workshops (4 in the total) which were compulsory and the free workshops. The last ones, offered simultaneously and freely chosen by the students themselves, aimed interdisciplinary approaches to the main topics, like 'From Consumer Research to Customer Management', 'Environmental impacts included in consumed products and services' and 'Environmental impacts included in



consumed products and services'. The invited teachers worked with the four main topics as compulsory workshops.

The final introductory Workshop was supposed to happen at Herdade do Zambujal, organized by the Cinzambu team with the only goal of presenting the region natural and cultural history by applying some of the concepts that the students were talking about in the last IP working days. This included camping and sleeping onsite. Unfortunately the weather conditions were terrible: in the end of June a storm and heavy rain made impossible to go on with the planning and the workshop changed to a Photo Marathon.

### **III ...TO THE PHOTO MARATHON**

The Workshop idea for the Epica IP was related with different ways of dealing, not only with images, but also with the method, like photo marathons or photo-papers.

“A photo marathon is a competition, where the photographers are given certain topics to interpret within a time limit which could be 6, 12 or 24 hours.”<sup>52</sup>

Photo-paper expression is related with peddy-paper. In the case of peddy-paper “it’s a proof of pedestrian orientation teams, which consists of completing a course to which they are associated questions or tasks corresponding to different intermediate points (or stations) which can determine the transition to the next part of the route. The peddy-paper is a recreational activity, often with an educational aspect, usually tied to the acquisition of knowledge about a certain topic or place.”

In Portugal the origin of the term peddy-paper was related to the designation of the variant pedestrian<sup>53</sup> rally-paper (or also rallye-paper). In turn, the term rally- paper will come to the English via French, where supposedly have taken the meaning of proof '«treasure hunt» adapted for the participation of several teams (hence the use of rally towards Roundup) moving on foot, horseback, bicycle, automobile, etc... In Portugal, the rally-paper term was,

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<sup>52</sup> <http://www.photomarathon.com/>

<sup>53</sup> The word *ped* (*i*) - from the Latin *pes*, *pedis* (foot literally and figuratively), have been transformed into the supposed word «English» peddy. They also begin to appear in Portugal other terms like eco-paper or photo paper - Footnote of the author at <http://ec.europa.eu/translation/bulletins/folha/folha30.pdf>



however, solely related on the tests conducted in motor vehicles, probably influenced by the word rally.<sup>54</sup>

Another use for the images, in particular the ones made available on the media, like magazines and newspapers, it's photo language. "The term was coined in France in the mid-1960s by the religious audio-visual thinkers Pierre Babin, Will, and Claire Belisle and their colleagues at the Centre Recherche et Communication/Audio Visuel Expression de lajoi (CREC-AVEX) in Lyons, France."<sup>55</sup> Select a wide range of images, with evocative inner quality, spread them on the floor and invite the students to go through in order to select the one's they are more linked in, in relation to the class goals. Then, each one presents their choice and reasons for that, answering some questions related to the subjects, exploring several layers of analysis. This works beautifully within small groups, facilitating self expressions and creativity, but this was not the case. In this case the pictures were not given, but collected by the participants. Maybe afterwards could be used for presentations and discussion within this group of students (which was the case in final IP session) and could be also used with other groups, by collecting all the photos and using them as raw material to work with other students. This is not an ancient technique but a very profitable one, in particular in relation with others using active methodologies<sup>56</sup>.

Regarding this workshop, we should probably use photo marathon method in relation to the completion of a simple task: to take pictures regarding a subject within a time limit. There are no questions or other tasks to be fulfilled somewhere along the way, except for the initial ones.

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<sup>54</sup> <http://ec.europa.eu/translation/bulletins/folha/folha30.pdf>

<sup>55</sup> <http://www.medialit.org/reading-room/photolanguage-philippines>

<sup>56</sup> Please see 'Images and Objects Active Methodology Toolkit' by PERL available at <https://www.hihm.no/content/download/5073/44646/file/1%20ESD%20Images%20and%20Objects%20Active%20Methodology%20Toolkit%20small%20file.pdf>



## Activity guide

Day 29, Monday

Activity proposal – Workshop C

You have 8 hours to identify, register and insert on the Moodle the following data:

Examples related to each of these fundamental subjects: Sustainability, Citizenship, Consumerism

3 good examples for each word

3 poor examples for each word

Use your camera and take pictures of the examples that you find.

Identify them and add information about the:

Reasons for your choice;

In what circumstances the image was taken;

What is the word you choose to underline;

A commentary regarding the link between the subject and the picture.

Then insert them on the moodle elearning platform (there will be a database available for this purpose).

You can use the ICT lab at College of Education, your own computer or other, as long as at midnight all the examples are available on the moodle.

You can take your pictures wherever you want (Setúbal, Lisbon, etc.

You can work in a group, but the images are individual.

Don't erase other colleague's pictures.

When you add a new entry don't forget to insert the 'alternative text'.

Don't forget to identify them with your name!

Tab. 1

Photography exists for a long time now. There's really nothing new about it... as a technique, of course. Photography associated with the concept of marathon it's something relatively recent. Concerning the portrayed subjects all can still be done. Spite the name, the participants doesn't need to run.

A quick look over the web gives back some examples of activities and events that apply this concept. For instance, the Photo marathon's 'Second Look'. It happened for the first time in



May 2009 organized by the Second Look association located in Bristol. "Founded in January 2008 by six Bristol photographers, Second Look is intended to promote creative photography by organising events, and providing a showcase for photographic practice. We hope to raise the profile of photography as a public art form and to provide a platform for photographers to promote and develop their work."<sup>57</sup>

The photo marathon concept is explained in a very simple, straight forward way. "The event is a day to challenge you to think creatively, meet new people and have some fun. Each entrant will receive a disposable camera and a list of topics to capture. The subjects must be taken in the order which they are provided. Only one picture can be taken to represent each topic."<sup>58</sup>

So, it seemed rather simple and easy to take this idea and apply it in case something went wrong on the Workshop C initial planning: camping. What actually ended up happening because of the weather.... So, the idea for this plan B (Tab.1) implied that in this workshop the students should be able to take photographs by themselves with their own photo cameras or cellular phones. The idea was to capture the main themes of the course, as a photo marathon. A list of all the produced contents (Annex 1) includes a total of 96 comments and 84 photographs. In spite there were 21 participants, only 16 produced inputs, (15 women and 1 men) from all the 6 countries involved on the IP: Portugal, Latvia, Denmark, Bulgaria, Lithuania and Norway.

There were no constraints regarding places: they could go wherever they wanted, alone or in groups, with other members of the IP or not, taking pictures along all day or just one part of it, from only one place or several ones. Whatever! The only conditions – besides the one's explained on the activity guide - refers to the originality of the images (the author should always be the student himself) and the obligations of inserting it on the Moodle elearning platform at the end of the marathon's day. These were explained onsite, but there were some

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<sup>57</sup> <http://www.facebook.com/group.php?gid=19712026319>

<sup>58</sup> <http://www.secondlook.org.uk/events/2010/may/29/photomathon/>



irregularities that implied the exclusion of some of the collected photos. However, the lack of quality of the presented images was not important: what really mattered was the ability to shrink the 3 given concepts into photos and, in that manner, give information regarding the way those students looked at the world they lived in for 2 weeks, which reflected not only their education and background, but also the discussions they had along the first week of the IP. The pictures were mainly taken in Setubal and Lisbon cities.

Regarding the Tab. 2 (that includes photos and comments) the main issues found were education, industry, product, trade, environment, renewable energies, behaviour, recycling, transports, heritage, poverty, society and services. The main topics were seen in slightly different ways: sustainability was seen as durable in time, including several generations in the future, citizenship focused on society and consumerism on trade relations and practices. But the main focus was on behaviour, which was transversal to all topics.



Sustainability		Citizenship		Consumerism	
Good example	Poor example	Good example	Poor example	Good example	Poor example
Education (to be prepare to get a job)	-	Education (interculturalism, free association of people, ability to communicate)	-	-	-
Industry	Industry	-	-	-	-
Products (designed to be more energy efficient and good for the environment, like Smart vehicles, organic products)	Products (bad design, over use of paper, small packs, use of non renewable raw material)	-	-	Products (organic/biological products, clothes as a statement)	Products (use of plastic, clothes as a statement)
Trade (Fair trade)	-	-	-	Trade (healthy competition, use of ATM machines, 2nd hand furniture, greater supply/variety of goods, offer of goods for the elderly,	Trade (being a model in young ages, commercials)



				advertising)	
Sustainability		Citizenship		Consumerism	
Good example	Poor example	Good example	Poor example	Good example	Poor example
Environment (less pollution, vehicles without motor)	Environment (pollution, vehicles with motor, like jeeps, driving)	Environment (pollution)	Environment (less pollution)	-	-
Renewable energies		-	-	-	-
Behaviour (using recycled bags for shopping)	Behaviour (big new cars as signs of wealthy, buying meat, using plastic bags, overconsumption of water)	Behaviour (on the crosswalk, picking waste in the garbage can, recycling, graffiti as a protest)	Behaviour (cars with only one person, throwing waste to the street/park, shopaholic, lack of solidarity, graffiti, piercing the tires of a car)	Behaviour (selection of healthy food, using recycled bags for shopping, re-using bags, healthy diet, not throwing food away-feeding pigeons)	Behaviour (lack of hygiene, selection of unhealthy food, smoking habits, waste production, throwing waste to the street/park, shopaholic, driving, buying meat, using air conditioning, buying)
Recycling (public bins)	Recycling (private companies like	-	-	Recycling (public bins)	Recycling (tires)



	shopping malls)				
Transports (public)		Transports (public)	-	-	-
Sustainability		Citizenship		Consumerism	
Good example	Poor example	Good example	Poor example	Good example	Poor example
Heritage (preservation of cultural monuments)	Heritage (poor state of urban heritage, abandonment of cities)	-	Heritage (poor state of urban heritage, including bike tracks)	-	-
-	Poverty (unbalanced distribution of wealth)	Poverty (distribute surplus goods)	Poverty (homeless)	-	-
-	-	Society (to belong to a country, to vote in a democracy, being part of a community, being parents, to create tracks for bikers)	-	-	-
-	-	-	Services (more efficient and diverse)	Services (lack of efficiency)	-

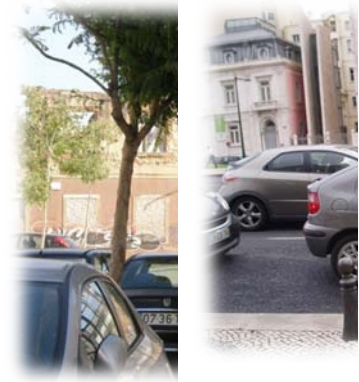
Tab. 2



At the end of the day there were some surprises. For once, the concepts were still not clear in their minds. Frequently they used the same kind of images and comments to illustrate different concepts. For instance, cars were used to illustrate sustainability (Fig.2 from Annex 1) and citizenship (Fig. 34 from Annex 1), both as poor examples.

Fig. 2

Consumerism is a weird concept for the majority of the students. In their minds – and taking only their inputs in consideration – it results of a mixture of all the concepts. And often there were some images that the participants decided that encompassed all concepts in one. Sustainability and citizenship seemed to be more solid and clear – at



least their comment showed some reflection and clarity regarding the types of examples they could insert.

Also, the inserted pictures showed that they see the world in only 2 colours: black and white. Only a few of them noticed that there were grey areas, mainly because the same act could be both good and poor - the use of cars could be a good thing if the car was a Smart one (Fig. 8 from Annex 1) – as a good example of sustainability. But even in those cases, they didn't realise all the different shades of grey. In this example, Smart car as only 2 seats, which means that only 2 person could use it at the same time.





Fig. 3

Also, there are some different concepts regarding the role of the different actors involved: the state, enterprises and society in general. For some, the enterprises are seen as positive because it guarantees the country development, for others is a cause for pollution (Fig.4 and 5, comment n#4 and 5 from Annex 1).

Fig. 4

There's also a focus on recycling - which is obvious by the number of images containing recycling bins - and on the cars overuse and dependency. There was duality in some of the comments, for instance regarding graffiti: for once it's a poor example concerning behavior but if it's used to express (dis)contentment is acceptable (Fig. 49 and 50 from Annex 1). The duality is also visible on the Fig.82 (from Annex 1) as Dolceta brochure was used as a poor example for consumerism because of the "emphasis on consumption" (Fig. 82 and comment n#96 from Annex 1).



Fig. 5



## CONCLUSION

As one of the young students said, this was seen as a light exercise by noticing their daily 'do's' and 'don't's'. Their major difficulty was not the technical issues related with the action of taking a photograph – as long this is no longer a mystery and is as simple as taking a picture with any cellular phone – but their knowledge regarding the 3 concepts as the basis for the all activity. This was pretty evident at the final day when they presented the results in the plenary session. Sustainability, citizenship and consumerism were taught in the first week of the IP and the majority of the students had already some information related to it, but the average knowledge was as similar, as general and simplified – maybe we can say it know –as the society they usually live in. The contradictions and the complexities the academics face when trying to encapsulate each one of the mentioned concepts assume particular evidence when the common individual face the challenge to identify them in daily life.

The method selected to solve a very practical problem related with a workshop that didn't occur due to bad weather, was a photo marathon. The idea was to give freedom of choice to each student (places, time, objects...) but, at the same time, oblige them to collect photos as much as they could. This was a success because they presented more photographs than what was expected and the comments show they tried to present their own point of view. But it was just an approach, taken very lightly by the participants themselves. It was just a starting point, the discussion needed to go deeper into more reading and reflection. This was an Intensive Programme that used 2 weeks to work with a selected group of students from different countries and demonstrated to be insufficient – at least, regarding the main goals. It needed more time afterwards and more preparation before the programme started, for example, using exploratory readings and more thorough search among fundamental authors in each subject.



Although these advantages and disadvantages, the experience brought to light some useful lines of work: photography is, definitely an easy, quick and effective way to collect data, by making visible what we take for granted. It can be used not only by undergraduates but also for younger students, thanks to the easiness on getting a device and on using it. It also obliges the participants to reflect, when trying to take the picture (concepts are not that easy to transform in actions) and when they write the comments regarding the images. There was also a process of selection of the images they inserted on the Moodle elearning platform, which helps developing several skills, needed for other reasons and study fields.

The collected images can be used for other purposes, like the illustration of study materials for pedagogical reasons. However, there's one major result of this: there's a strong need to clarify concepts among academics in order to return them to society.

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### 3.5. Responsible Living through Entrepreneurs, Intrapreneurs and taxes?



## **IS ENGAGEMENT IN CSR MOTIVATED BY THE DEFINED VALUES OF ENTREPRENEURS?**

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## **On the Current Discussion of Social Values and Corporate Social Responsibility**

In 1997 85% of those interviewed in the Speyrer Werte- und Engagement-Survey (Values and Commitment-Survey) cited human egoism as the foremost social problem (Klages 2008). This seems to confirm what Miller (1999) had described as an apprehension: Self-interest, the central orientation of a 'homo oeconomicus', said Miller, is not only to be understood as an abstract, theoretical construct in western cultures, but also as culturally shared social value. Self-interest acts as a self-fulfilling prophesy; for, the more powerful the construct is, the sooner will further theories be developed in accordance with this and institutions formed and equipped with corresponding incentive systems. Through self-interest, these strengthen controlled behavioural patterns and in turn confirm the accuracy of the construct. The discussion on organisational values and Social Corporate Responsibility (CSR) is frequently engaged from the perspective of a "well understood" self-interest, since CSR secures the "licence to operate" (e.g. Bertelsmannstiftung 2007: 2]. Consequently, CSR is seen as a form of Marketing, Public Relations or Reputation Management. However, this also means that there is ground to fear that CSR will lose its credibility. By contrast, however, reference is repeatedly made to the 'Honourable Merchant', whose actions build on the basis of individual value orientation and then fails to document this action as well. Hardly any systematic research is available on this. It is also unclear as to whether the commitment shown by Small and Medium-Sized Enterprises (SMEs) is reflected in their reputation among customers, staff and possible applicants.

## **Social Corporate Responsibility and Reputation**

The European Commission (2001: 6) defines corporate social responsibility (CSR) "as a concept whereby companies integrate social and environmental concerns into their business operations and into their interaction with their stakeholders on a voluntary basis. [...] Being socially responsible means not only fulfilling legal expectations, but also going beyond compliance and investing



"more" into human capital, the environment and the relations with stakeholders." A wide range of various contentual areas can be defined for the adoption of CSR, such as social responsibility for staff, ecological action, relations with suppliers or customers and product security.

Carrolls' Model describes four levels of CSR (Carroll 1991): Economic Responsibilities, Legal Responsibilities, Ethical Responsibilities, Philanthropic Responsibilities. Even though the model may have meanwhile been criticised for being inadequate, since it can only apply to companies acting at national level (Assländer/Löhr 2010), it does, after all, still offer a basis for assessing the activities undertaken by organisations. And even if German and European countries can boast that they have integrated human rights and environmental rights into their respective legislations and so offer a regulatory framework, it cannot – especially in the case of SMEs – be assumed that the legal requirements and standards are indeed always implemented and adhered to. In the field of health and safety at work, for example, it can be seen that only a part of the companies meet the legal requirements (Ahlers/Brussig, 20005).

Multinational and major companies have been using their commitment to CSR for their public relations work for many years and document responsible economic action in various forms, such as Ethic-Codes, Corporate Philosophies, or Vision-Mission-Values-Statements. They use CSR to expand and widen their reputation, defined as "experience-based esteem and possibly also the trust which the individual or the organisation enjoys vis-à-vis other players<sup>59</sup>". Reputation acts through confidence building and identification in B2B activities relating to the behavioural intentions of customers or clients (Keh/Xie 2009). Furthermore, reputation serves to bond highly-qualified staff (Smith/Harrington/Dennis 2004).

Hence, reputation is to be seen as an immaterial asset of organisations, whereby the dimensions and mechanisms of reputation are still the subject of heated discussion (Hildebrandt/Kreis/Schwalbach

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<sup>59</sup> <http://wirtschaftslexikon.gabler.de/Definition/reputation.html>



2008). The various facets of reputation have not been fully explained yet, however management qualities, a willingness to engage in innovation, communication skills, an environmental interest as well as financial and economic stability are named as typical features. Walsh and Beatty (2007) also see reputation as a multidimensional construct with its sights set on the customers in five dimensions, namely, 'Customer Orientation', 'Good Employer', 'Reliable and Financially Strong Company', 'Product and Service Quality', 'Social and Environmental Quality'. While major companies know how valuable reputation is and respond appropriately to this, the SMEs hardly seem to be concerned with their reputation and so overlook valuable opportunities.

### **Values in Economic Action**

A key element in reputation is considered to be seen in values like integrity and benevolence (Keh/Xie, 2009). Reputation calls for values such as trustworthiness, reliability and credibility. Whether and to what extent companies act with social responsibility could, particularly in the case of SMEs, be expected to be directly shaped by the entrepreneurs' own value orientations.

But what exactly are values? Values are regarded as overriding, relatively abstract orientations or mental programmes for a wide range of different situations that act like action objectives or targets. Values are "(a) concepts or beliefs, (b) about desirable end states or behaviours, (c) that transcend specific situations, (d) guide the selection or evaluation of behaviour and events, and (e) are ordered by relative importance" (Schwartz/Bilsky 1987: 878). Values are characteristic of the actions taken by individuals; they have a steering role to play so they can orientate their own (economic) action, and fulfil a common fundamental understanding at social level. Without reaching consensus on the values and the action that is based on this, no community can survive, and managing becomes impossible. For example, they support collaboration and confidence-building beyond contractually governed agreements. Furthermore, values are often used in advertising to attract buyers and so sell products and services, or, in the field of reputation



management, not only to bond customers and staff, for example, but also to attract and recruit future staff.

It is in SMEs, in particular, that senior managers and decision makers shape both the climate and the culture of the company, be it through a role model function or in organising and directly implementing the rules. Each and every decision-maker in a company is practically compelled to develop a more or less acceptable actionable concept for himself or herself in order to align the requirements of achieving and securing the corporate success goals with the ethical requirements (Ulrich/Thielemann 1992). To justify their action, entrepreneurs and managers refer to values which are embedded in society and in the market. Ulrich/Thielemann (1992) differentiate between Economists, Conventionalists, Idealists, and Reformers, whereby they only attribute modern entrepreneurship to the latter, which in their action take both the corporate aptness as well as the ethical responsibility into consideration.

The Schwartz-model is well-suited for understanding the value orientations of both individuals and organisations, which describes a value circumplex. It represents, thereby integrating other value models, the diversity of individual values in ten motivational types of values on two orthogonal value dimensions. One of the value dimensions is called 'Self-Transcendence', vs. 'Self-Enhancement', the other is called 'Openness to Change' vs. 'Conservation'. Within this space, spread out and divided into two dimensions, ten types of values can be arranged in order: Universalism, Benevolence, Tradition, Conformity, Security, Power, Achievement, Hedonism, Stimulation and Self-Direction. Adjacent values exhibit the similarity, while opposing values indicate a state of "incompatibility".

### **CSR in Small and Medium-Sized Enterprises**

It is assumed that CSR complies with economic activity and can ideally lead to an increase in performance as well as greater gains and greater growth (European Commission 2001).



Entrepreneurs are reliant on their efforts bearing fruit. This is also why it is so important for them, whether their efforts are – regarding the company's reputation – to be positively assessed by possible applicants. Specific corporate action should, therefore, be accompanied by the perception of specific dimensions of reputation as well as customer loyalty and staff bonding. However, this context is uncertain, since reputation is reliant on intensive and credible communication, which SMEs – often due to a lack of resources – cannot perform. This perhaps is why it is quite frequently and especially the SMEs which refer to a lack of qualified staff, an aspect which has, conversely, hardly become noticeable in major companies so far.

An overriding interest derives from this problem: Based on the knowledge and insights gained from research, companies are to be given a simply structured practical guide and aid at no cost, which (a) makes it possible for them to recognise central areas of CSR in their company (each measurement is also an intervention), (b) by comparing themselves with other players and so being able to define their own position for a benchmark, (c) being able to derive action fields for themselves, and (d) receiving aid and assistance for communicating their activities.

Our experience has shown that SMEs often don't exactly know what to do with the concept of CSR and react critically or dismissively. So – as already seen elsewhere – reference to an action aid or guide as well as general information on the benefit of CSR can hardly achieve anything. By contrast, intensive communication with the companies is necessary. Papers on health and safety at work would indicate that interested SMEs often need free-of-charge external consulting stimuli in order to be able to change their daily routines, but then continue to develop sustainably with their own incentive and drive (Laumen, Eigenstetter & Packebusch in press). These companies would never afford themselves a consultant, but would seem to be open to initiatives presented to them by the universities, as long as they can recognise where the direct benefit is for them. So, the question



is how companies can be given incentives to enable them to dedicate themselves to unfamiliar and perhaps also seemingly superfluous activities such as CSR.

### **Research Question**

So, in the survey at hand, we are above all interested in whether specific value orientations lead to a more pronounced manifestation of CSR at SMEs.

- The first question is whether entrepreneurs report on the extensive characteristics of responsible entrepreneurial actions and also refer to specific value orientations, such as 'Universalism' and 'Benevolence'. However, in order to be able to act in accordance with the economic requirements, it must also be assumed that the value of 'Achievement' is highly pronounced among companies.
- The second question is whether the entrepreneurs' commitment is recognised by customers and possibly applicants to the benefit of those companies and enterprises.

### **Methods**

Entrepreneurs were contacted and asked to answer to a specifically developed questionnaire on the societal and social commitment of companies: The items were allocated to four topics "Quality and Product Security ", "Environment", "Dealing with Suppliers", "Employees" and asked about quality processes and procedures.

If certified quality and environmental management systems are available, the specific management field can be ignored and is rated automatically as "Met in full" (only legal and ethical level). Since certified management systems already checked the reviewed processes with external audits, this procedure was chosen, in order to make the questionnaire as user-friendly as possible..

In a second survey (pilot test), students, who were just in the application phase, were asked to assess the reputation of different companies, searching for information on the companies' websites. The German short version of the Walsh/Betty/Shiu Survey (2009) was used for this. Each student had to evaluate companies randomly chosen, and each company was rated by at least four students.



## Preliminary Results

Because the preparation of the study took much more time, than we expected, we can only show some preliminary results: 23 Entrepreneurs, 4 of them females, aged between 33 and 60 (mean = 50.2 years) are working in consultancy and services as well as in production and crafts and trades.

Activities in Corporate Social Responsibility: In average their reported legal activities add up to a point above the theoretically mean (“3” meaning “somewhat”, Tab. 1). The legal requirements of 'Quality and Product Security', 'Environment' and 'Employees' seem quite fulfilled, whereas philanthropic activities are less common.

Responsibility		Legal	Ethical	Philan- thropic	All
Topic					
Quality and Product Security (N=8)	Mean (SD)	4.2 (.77)	4.4 (.71)	3.3 (1.2)	4.2 (0.72)
Environment (N=7)	Mean (SD)	4.4 (.93)	3.6 (1.05)	2.3 (.99)	3.6 (.89)
Dealing with Suppliers (N =5)	Mean (SD)		3.6 (.56)	2.3 (1.1)	3.4 (.58)
Employees (N=8)	Mean (SD)	3.9 (.83)	4.2 (.65)		4.1 (.69)
Each statement is rated on a five-pointed scale. The higher the mean the higher the self-reported activities.					

Tab. 1: Results in Self-Reported Activities in CSR: Means and Standard Deviation

Values: The highest values reported by the entrepreneurs are 'Self-Direction' (Rank 1) and 'Benevolence' (Rank 2). 'Achievement' ranked forth, 'Universalism' came fifth (Tab.2). The correlations are ambiguous. As assumed, 'Universalism' is correlated with commitment to employees but not to the environment. Also important are the values 'Conformity' and 'Security'. A lack of 'Power' and 'Achievement' correspond with commitment to employees and the environment.



				Correlations (Spearman's Rho)		
Value	Mean	SD	Rank	Quality and Product Security	Environment	Employees
Universalism	5.1	.66	5			.53 (p=.021)
Benevolence	5.7	.51	2			
Tradition	3.7	1.0	8			
Conformity	5.0	.58	6		.43 (p=.044)	
Security	5.4	.66	3	.42 (p=.042)		.52 (p=.024)
Power	3.7	1.08	8	-.44 (p=.032)		-.71 (p=.001)
Achievement	5.2	.75	4	-.48 (p=.024)		-.38 (p=.091)
Hedonism	4.8	.97	7			
Stimulation	4.8	1.1	7		.55 (p=.011)	
Self-Direction	5.9	.57	1			.48 (p=.036)
Each statement is rated on a nine-pointed scale. The higher the mean the higher the type of value.						

Tab. 2: Self-Reported Values compared to CSR

Reputation: We were not able to integrate reputation data with the data of the entrepreneurs yet. So we report some data of the pilot test with five different companies. None of the chosen companies had any indicators on CSR posted on their websites – with the exception of quality information. So the students did not notice any difference in Social and Environmental Quality, but did in Customer Orientation and Product and Service Quality. Their evaluations reflect the information, which could be found on the websites: The production company received the highest evaluations in Customer Orientation and Product and Service Quality.



## **Discussion**

**Limitations:** There we have not enough data yet, so we cannot discuss results but can address some of the aspects regarding the limitations of the methods. All participants volunteered to report on their enterprises, which means only a self-selected, very biased sample could and will be acquired. All instruments are based on self-reports and thus are highly subjective: Entrepreneurs may perhaps justifiably judge their values positively but we are not sure whether the reports about activities in CSR are perhaps biased. With self-reporting methods, people in general show a self-serving bias on the one side, and impression management on the other. So we had to expect relatively high values in self-reporting of CSR-activities. Maybe this effect can be treated as a scaling effect which causes no serious problems because the ranking of activities between the individuals has not changed. Another problem became apparent: the number of chosen subjects may be too small for evaluation the reputation of companies. So we have to think about to raising the number of ratings for each company.

**Prospect:** We expect that the entrepreneurs of SMEs will need support in order to turn their intentions into management action in the companies and then to be able to take the next step and go out into the open. We are currently working on offering free-of-charge consultancy in the field of Human Engineering as compensation for the time spent doing research, i.e. are optimising the corporate processes in respect of better working conditions, whereby the economic aspect must not be neglected either.

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## **Symposia and Workshops Tuesday 14.00 - 15.00**

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



## **STRENGTHENING PARTNERSHIPS AMONG SOCIAL SECTORS TO ENABLE RESPONSIBLE LIVING IN CHINA**

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## **I. The importance of strengthening partnership for ESC**

Sustainable Consumption is a broad issue and it can only be fully promoted, educated and implemented through partnerships and connections both in formal and informal way. Education for sustainable consumption aims to stimulate the individual's awareness to choose responsible, sustainable lifestyles in which encompasses the following topics: *life quality, lifestyles, resources, economics, consumption and the environment, consumer rights and responsibilities, information management, health and safety, change management and global awareness*. Since ESC links with various of issues in sustainable development, it is so urgent for social sector to cooperate with each other to contribute its own strength.

A strong partnership among the social sectors will be a necessity for the success of ESC at local, national and international level. The so-called 10-Year Framework of Programmes on SCP (10-YFP on SCP). UNEP and UN-DESA are the lead agencies, with the active participation of national governments, development agencies, the private sector, civil society and other stakeholders. This has given a good demonstration for the importance of partnerships in ESC at international level. 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 (Didham 2010). Under this common recognition on ESC, a regional partnership and cooperation framework is forming among the three countries.

A person's consumption decision is an integration of his/her knowledge, emotion, willingness (or choice) and behavior (or action). The formation of human lifestyles is not only a result of education, but also influenced by natural and social environment as well as personal psychological state. Different social sectors, such as commercial, educational, environmental, communication,



NGOs are all influencing people in their consumption pattern. It is also noticed that, all these social sectors have their specific advantages and potentials in promoting ESC at local, regional and international level.

Partnerships are important as they allow institutions to learn by collaborating with others, experimenting with methods, materials and courses, and by researching what works. It will strengthen the capacity both institutional and individual in a multi-lateral way. When institutions commit to a network partnership, they will create legitimacy for themselves to be active members to innovate within this area. Building coalitions and partnerships between individuals and organizations working on issues of sustainable consumption can provide up-to-date information for active ESC participants and consumers.

A wide variety of partners (governmental and civil society organizations, media etc.) exist for all the ESC interests parties to cooperate with each other to improve the quality of ESC. It will contribute to bringing ESC into the eyesight of all the social members and put it into the priority of the issues of sustainable development. It can be established by several connection channels including online as well as face to face. Such partnerships can stimulate initiatives from local to international community.

## **II. Policy support to the ESC**

Sustainable consumption and production are the two faces of the same coin. It is not wise to focus solely on one face (supply) while overlook the other (consumption). Policies supporting sustainable consumption and ESC should be developed simultaneously with the progress of sustainable production.

Sustainable production has attracted great attention from national and local authorities and relevant scientific, technical and management measures had been taken. Substantial capacity and best practices have been developed over the past decades with regard to sustainable production. In compari-



son, sustainable consumption is less addressed. Although sustainable products are becoming more and more available, consumers are not always aware of and willing to buy them. Therefore it is important to understand how to stimulate consumers' sustainable behaviour and ESC will lead the way.

However, ESC has not been put forward as a priority both in environmental protection and education authorities at national level in China. Compare with the development of sustainable production, the effort for SC and ESC is rather wake. Despite increased awareness of the human impact on the environment and a greater focus on the consequences of individual lifestyle choices, sustainable consumption is still not always seen as a central topic in educational systems today and is not identified as a priority in national education policies<sup>61</sup>. Many aspects of sustainable consumption are already taught in schools, but ESC often remains sporadic or hardly visible due to a lack of cohesiveness and innovation. It has been recognized that *More sustainable consumption cannot be achieved unless business and governments understand what sustainable lifestyles may look like and then implement the necessary policies, products, services and infrastructures to enable behaviour and lifestyle change* (Thoresen etc. 2010). ESC is facing great challenge both in developed and developing countries.

The recent OECD review of national consumer education policies demonstrates that central governments often play the leading role in promoting formal consumer education<sup>62</sup>. At the regional and local levels, authorities also carry out these ESC policies cooperated with local consumer and citizen groups. However, in most of the countries surveyed by the OECD, consumption is included as a non-compulsory topic in primary and secondary schools and is rarely addressed in higher education.

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<sup>61</sup> Education for Sustainable Consumption (ESC) - Background document for the thematic session ESC, International Conference on Education for Sustainable Development, 27-29 October 2008, Bordeaux (France), Proceedings of the Conference, p.465-491

<sup>62</sup> OECD, Directorate for Science, Technology and Industry, Committee on Consumer Policy, Consumer Education, draft report and background document for the OECD CCP Joint Conference on Consumer Education, October 2008



There are many obstacles for ESC in formal education since sustainable consumption will demand an appropriate reorientation of formal education, both in terms of institutions and curricula. It is much more difficult under the present education system in China. ESD had been mentioned in the Chinese Long-term Development Plan for Education issued by the Ministry of Education in China which can be a good opportunity to promoting ESC within the present policy scheme.

At informal education and public communication area, there are much more opportunities for ESC. An over view to the papers and relevant documents at the “Seminar on Policy Instruments on Sustainable Consumption” hosted in Seoul in 1995, "China's First Forum on Sustainable Consumption" hosted in Beijing in 2002, and UNEP "Ministerial round table" in 2004 found that, the focus on sustainable consumption policy framework are mainly "to change the traditional patterns of consumption" which reflected in the contemporary international trends in consumer restructuring and development of a new system of collection of eco-consumption patterns. But it did not reveal the diversity consumption characteristics at different economical, social and cultural background. It is surveyed that, for the consumers' awareness, 77% consumers in the United States, 82% in Germany, 94% in Italy and 67% in the Netherlands would consider environmental factors when purchasing while this percentage in China is no more than 20%.

But when we look at the lifestyle in reality, people in China and other east Asian countries are used to have a more natural lifestyle in their choice of food, clothing, daily necessities and household appliances for culture and tradition reasons. But with the coming of industrialization and globalization, eco-products such organic foods which were common in people's life has connect with expensive luxury items for normal consumers. Policy instrument and theoretical innovation for sustainable consumption is urgently need.



### **III. Opportunities for the strengthening partnership for ESC**

Here are some key concepts in ESC. We can found that various opportunities are there to built partnership to make contribution to it.

- *Environmentally awareness*

ESC examines humanity's relationship with the natural environment and recognises that humans, like all species, depend on a healthy environment for both survival and prosperity. Scientists, school teachers, environmental organizations, public media etc. can deliver the information to the youth and the public to help them to enhance their environmental awareness.

- *Interdisciplinary*

ESC is interdisciplinary – Central topics of sustainable consumption cover many physical and social studying areas and elements of ESC can be found in different subjects of formal curricula. Many education areas such as environmental education, consumer education and civic training can all provide the backbone of ESC and integrated approaches are needed to build a more sustainable model in our daily lives. Establishing partnerships in ESC will benefit for the common understanding among stakeholders to have interdisciplinary cooperation. Scientists and sociologists, school teachers of various subjects, environmental and civic organizations are indispensable in the partnership.

- *Value-based*

ESC promotes the basic values debate about quality of life. It help people to reconsideration of values of nature, species and human, as well as their spiritual value including honesty, integrity, compassion, justice, freedom and peace which are essential for sustainable, responsible consumption. It is not only the responsibilities of school, but also responsibilities of many social sectors such as scientists and sociologists, politicians, public media, and social organizations, since they all have deep influence on people's views and values on the world.



- *Creative, practical and relevant*

There is no one right answer for what is sustainable lifestyle. Although theoretical knowledge, scientific data and social values form the foundation for ESC, it also requires an understanding of the changing conditions which create the social and economic landscapes in which individuals live and relevant to their daily lives. Stimulating innovation and collaboration is an important aspect of ESC. ESC activity should include personal and group action which motivates them to take responsible lifestyle. Social groups of various kinds will be the root and will strengthen each other in the partnership.

- *Respecting cultural diversity and indigenous knowledge*

With the commercial globalization, individuals around the world are constantly exposed to messages of modern consumption patterns which will need themselves to critically analyze, relearning and reorganizing in a wider context. ESC respects the diversity of cultures and ways of living. Partnership in ESC will encourage stakeholders with different lifestyles to listening to each other, learning from each other and caring for each other. Governments, commercial and business sectors, social departments and NGOs, public media will contribute to form the social atmosphere of respect of diversity.

The stakeholders and their contributions above mentioned are only some typical representatives in the partnership for ESC. It is because ESC is a Life-long learning process for individuals and institutions; it can therefore not just be confined to schools but to involve kinds of social partners as much as possible to cooperate to raise the public awareness of sustainable lifestyles.

**IV. “Driving One Day Less” Initiatives in Beijing as a case for the strengthening partnership for ESC**

“Driving One Day Less” Initiatives in Beijing is an influential ESC initiative which successfully demonstrates how to strengthen partnership among social members and institutions.



## **1. Background of the Initiatives**

Beijing is one of the most developed cities in China with tertiary industry accounting for 73.2% of its GDP. In 2009, Beijing's nominal GDP was 1.19 trillion RMB (US\$174 billion) with GDP per capita 68,788 RMB (US\$10,070). Urban disposal income per capita was 26,738 Yuan. Beijing is the model to follow in every sense in China given its dominant political and cultural position in this country.

Twenty years ago there were almost no private cars in Beijing. In 2010, there are over 4 million, with an additional 1,000 cars hitting the roads every day which make the city suffer an average of five hours of congestion or more. Car emission has also become a heavy burden on the air quality in this city. The city has tried to alleviate the problem by expanding roads and public transport. A number of steps has been taken in the past few years to ease traffic congestion, and has now resorted to a highly unpopular policy of limiting the number of new vehicle registrations. The municipality has capped this year's new vehicle licences at 240,000 - a sharp fall from the 750,000 licences granted in 2010.

“Driving One Day Less” initiative was started in 2006, two years before Beijing Olympic Games. It aims to call citizens, especially car owners to “Driving One Day Less” to lighten the traffic and improve the air quality to contribute to the Green Olympic. “Driving One Day Less” was initiated by Beijing local Auto-friends Clubs, environmental NGOs, University students groups, public media, enterprises and governmental authorities. Beijing Municipal Publicity and Education Centre for Environmental Protection is the central organizer. The partner organizations and units in this initiative have reached 1398 until now.

“Driving One Day Less” is totally a voluntarily activity initiated by the local people. It is different with the Car-Limitation Days issued by transportation authorities. Beijing drivers all have one Car-



Limitation day each week when they can't drive during the busiest hours determined by their license plate number.

## **2. Target of the Initiative**

- Reduce car emission and improve air quality.
- Reduce fuel consumption and save energy and resources.
- Reduce road traffic and improve transportation efficiency.
- Set a platform for auto-culture show and enhance car owners' responsibility as a citizen.
- Prepare for the Green Olympic and integrate green concept into daily life.
- Explore a green transportation model for Beijing

## **3. Strategies**

- Voluntarily and folk-based participation without any enforcement.
- Free options on participation time and activities with combination of separate activities and showcases.
- Without the costs of working efficiency and life quality.

## **4. Main activities and Achievements**

- June 5, 2006, "For one more blue sky in our capital city, we driving one day less" activities, 200,000 car owners walked to their working place instead of driving cars.
- November 3-5, 2006 "Green Transportation, Running to the green Olympic, Driving One Day Less" activities.
- June 2, 2007, "Green Transportation for Olympic, Driving One Day Less, Bicycling around Beijing" activities.
- April 12, 2008, "Driving One Day Less, Lets Planting Trees" activities( tree planting each year on 2008, 2009 and 2010.
- June 5, 2009 "Driving One Day Less, Bicycle tour at the Grand Canal"



- September 19, 2010, “Driving One Day Less, Low Carbon Public Transportation IC Card” were issued. 2000 card were sold with 20 yuan donation to the low carbon projects in each card.

## **V. Conclusion**

ESC, through policy-making and pilot projects, can only be done with the support and cooperation of governments, regional and international organizations and civil society organizations.

Pilot projects to integrate sustainable consumption in the informal education sector, through the promotion of eco-initiatives and the active participation of citizens, especially youth, are essential and can have instant social effects. Pilot projects involving citizens, NGOs, environmental groups, but also involving local media and authorities. They are all important to influence more people and develop tools and approaches to ESC that can be best adapted to their own situation.

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.

The case study on “Driving One Day Less” Initiatives currently practiced in Beijing demonstrates the strategies and mechanisms to strengthening partnership among social sectors for promoting sustainable consumption and lifestyles awareness and behaviors with specific initiatives. 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.



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## 4.2. Critical Media Pedagogy for Responsible Living



## **INDIRECT INTEGRATION OF “SOCIAL RESPONSIBILITY” INTO COMMUNICATION EDUCATION**

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## **Introduction**

“Never before [...] had human beings had such far-reaching impacts on one another’s social, political, economic, and cultural lives. Never before have they possessed so much knowledge and so much power to change their environment... In this context, every one of us must take up his or her responsibilities at both the individual and the collective level”. (The Charter for Human Responsibility, 2007)

The issue of transferring the general scope, elements and values of social responsibility to new generations has been discussed within a 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, two different forms of handling social responsibility topics within relevant courses can be suggested. The first –which is found in certain curricula although rarely- is “direct addressing” model whereby social projects are developed with an aim to implementing social responsibility. All the objectives and gains of this course are based on these social projects. The second model –which this study aspires to develop as a proposal- is “indirect application” that integrates social responsibility efforts into the course contents.

The study offers an analysis of a course in the syllabus of the Faculty of Communication, at Maltepe University, "Visual Campaign Design," which features social responsibility indirectly. The reason for utilizing this course as a case study is due to the fact that all applications within the scope of the course are developed by accommodating NGOs needs and designs. As course partners in the 2010-2011 Academic Period, the associations that represent two of the most fundamental



illnesses in Turkey have been chosen, namely ‘Turkish Phenylketonuria (PKU) Association’ and ‘Turkish Life with Diabetes Association’. Within the framework of the course, the students are asked to produce campaign visuals that aim to raise awareness with respect to these illnesses, based on the briefings provided by the associations’ coordinators. In addition to the description of the indirect application model, the students, NGOs representatives, the lecturer of the course (she is author of this article) are asked to explicate their experiences and opinions about the indirect transfer of social responsibility applications through in-depth interviews.

The study has reached the conclusion that for various departments in universities, it is possible to develop course contents which integrate social projects and partners, and which provide space for social responsibility topics indirectly. As such, an indirect integration of university students alongside increasing interest in the field of social responsibility can be accomplished. Furthermore, course contents and integrated education programs that are interactive and sensitive to social issues can be developed.

**Key Words:** Social responsibility, communication education, integration with NGO’s, partnerships.

### **Shaping Under-Graduate Education with Community Networking**

It should be accepted that it is not possible to establish and manage education by itself as an institution and as a sum of processes since it is an integral and interactive part of social life. This approach does not confine educational responsibility to students and their families, but extends it to a larger spectrum. “Providing education is a big responsibility to the students, their parents, the community and society in general.” (Fleur de Lys C. Cupino 2006) Moreover, education needs to be influenced by the community, and has to be shaped on the basis of this influence. In this regard, the community should challenge education to be responsive to community needs, as the education paradigm should allow the community to positively influence its programs. This study uses Hiatt-



Michael (2003)'s definition of community which is an integrated and interactive structure that is not confined to the local space that is solely bounded by students, their families and education institutions. Hiatt-Michael (2003) situates education at the center in the relationship between education and community. He defines community as an entity that is comprised of business and industry; health services; safety and security; legal services; cultural institutions and museums; faith-based institutions; educational institutions; and social services. Also, Fleur de Lys C. Cupino (2006:42) says "we look at education as an entry point to community development interventions, working hand-in-hand with other community institutions like NGOs, the barrages (local government councils), the religious organizations, the public school system, and other organizations."

Importance of the relationship between the community and university becomes apparent in the process of developing standards to ensure the compatibility of higher education with the European Union standards. The last of the relevant EU declarations, Bologna Declaration, sets up specific targets and defines these targets with reference to certain processes. "Declaration ends with the decision of strengthening higher education through co-operations among governments and European NGOs that operate within the area of education" (Süngü, 2008). It appears that different education plans defined by Bologna declaration requires interaction among different sections of the society, such as industries, business environment, and social actors, etc. It is especially requested that universities and different faculties work cooperatively. One of the aims of this is the mutual influence of universities and different sections of the society on each other. In other words, different parties involved in these processes concerning the university are seen as influential actors, and a two-way information flow among them is targeted. In this context, universities are envisioned as open systems that are integral to the society. Participatory integration, as it is proposed, is assumed to increase quality in education. Giroux (2009) defines education as a space that exists



outside of the classroom in the midst of pluralities. He argues that education has the capacity to bring social change as long as it is related to the realities of everyday life.

#### Indirect Integration of “Social Responsibility” into Communication Education

This study focuses on the impact of indirect integration of social responsibility on under-graduate education. It has a wide perspective of community integration, and discusses possible partnership networks and “social responsibility” education opportunities that can be created through these networks. The broader perspective in which students, and university management are all stakeholders, and the goal-setting deals with developing students’ knowledge base to include being active and responsible citizens in addition to obtaining knowledge, skills and qualifications necessary for work.

Direct methods are generally used to incorporate social responsibility programs into undergraduate education. Through classes of social responsibility, voluntarism, and social campaigns; different faculties try to encourage their students to participate in these classes. As such, they also promote interest and capabilities of their students in social responsibility. In addition, independent term projects as well as graduation projects can also focus on social responsibility. Some universities even make “social responsibility or voluntary” programs part of their degree requirements. For example, Sabancı University offers a class under the title of ‘Social Responsibility Projects’ that aims to develop students’ self-awareness and responsibility towards the society they live in both through team work as well as their individual efforts. This course was designed as an obligatory, yet non-credit course in which students are grouped into teams according to the specifics of each project. Upon completion of necessary training that equips them with the capabilities to work with groups, which is the focus of each project, they then enroll in projects such as “Support for the Disabled,” “Support for the Elderly,” “Human Rights Project.” Students have to complete these projects as part of their degree requirements in order to graduate.



Universities can create offices that are responsible for developing and coordinating these Social Responsibility Projects or centers for Coordinating Social Sensitivity, within university organizational structures. Universities can maintain the unity and coherence of their interest in social responsibility and the related projects through these offices. In addition, these offices can also help universities to maintain communication with related non-university actors.

Companies, on the other hand, have also been becoming more sensitive to social responsibility projects. For this reason, enrollment in such projects and/or being a member of an NGO during one's undergraduate education have been considered important criteria by some companies during job application and interview stages. One significant reason for this is the belief that enrollment in social responsibility projects enhances i) team-work abilities, and ii) the capacity to develop result-oriented approaches. These developments in the business world also contribute to the integration between universities and the society. As a consequence, universities have been emphasizing more social issues and projects related to them. In this framework, undergraduate education has been restructured in a way to coherently integrate structures that focus on social responsibility projects. It is in this context that communication students at Maltape University have been offered elective courses in social responsibility and voluntarism. Students also design and implement their own social responsibility projects in Public Relations Campaigns class which is a mandatory class. Students also engage with social issues and projects related to these during their graduation projects. It is also observed that national and international competitions in the area of advertisement, public relations, short movie, documentary, photography, etc. that are limited to the participation of communications students, are found to also emphasize social issues.

Indirect integration, the subject of this study, offers an alternative course structure to these programs and implementations that are mentioned above. Indirect integration as it is used in this study implies incorporation of social responsibility into the course structure as an indirect and



secondary target rather than a primary one. The proposed class structure will be analyzed here through the case study of a course called “Visual Design Campaign” that is designed by the author of this paper herself. The following parts will explain in detail the contents, targets and the performance results of this course. It is argued that classes that are based on the method of indirect integration could well provide indirect social responsibility education through “course partnership.” It is further argued here that more courses deploying indirect integration method would focus on social issues, propose solutions to social problems, and develop implementations unlike the case with direct integration.

"Visual Campaign Design" Course - Partnerships of ‘Turkish Phenylketonuria Association’ and ‘Turkish Life with Diabetes Association’

The reason for utilizing this course as a case study is due to the fact that all applications within the scope of the course are developed by accommodating NGO needs and designs. As course partners in the 2010-2011 Academic Period, the associations that represent two of the most fundamental illnesses in Turkey have been chosen, namely ‘Turkish Phenylketonuria (PKU) Association’ and ‘Turkish Life with Diabetes Association’.

Within the framework of the course, the students are asked to produce campaign visuals that aim to raise awareness with respect to these illnesses, 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. General objectives of the course, learning outcomes and sub-skills, content and subjects that are part of “Visual Campaign Design” syllabus proposes a new approach of an indirect restructuring of social responsibility education. It also discusses the class as a case. General objectives are defined in the syllabus as follows;



This course's aim is to help students learn the planning and implementation processes of a campaign and get them involved in a real campaign. Course's theoretical content includes knowledge about how to determine target audience; learn to use media tools; understand restrictions such as budget; timing and regulations, in the context of the campaign's mission statement and research findings. The practical content includes practices on the visual aspects of the campaign. Both theoretical and practical parts of the course will be handled by course partners "Turkish Phenylketonuria (PKU) Association" and "Turkish Life with Diabetes Association". The aim is to make students gain a perspective on campaigning by involving them in real social responsibility activities of course partners. The emphasis is on the fact that social responsibility projects can be implemented on a global platform, and in fields that include visuals, image and also that it can be managed within a course.

Visual Campaign Design Course principally aims to develop students' strategic and practical abilities in the production and implementation of campaign visuals. Course implementations and campaign visuals that are produced within the class can be chosen by its instructor or students from among different campaign topics. For instance, campaigns can focus on marketing based product/service introduction, political communication, and communication strategies that are based on social issues. Students can also focus on individual campaigns that they choose on the basis of their personal preferences. Campaigns that focus on social issues are chosen as the implementation areas in 2010-11 spring term Visual Campaign Design course that is the case study here in order to indirectly incorporate social responsibility education (which is also the second aim of the class). The main aim of the course is providing students with the ability to develop campaign strategies, and produce campaign visuals alongside these strategies. For this purpose, two associations (Turkish Phenylketonuria Association" and "Turkish Life with Diabetes Association) were chosen as partners. Campaign visuals were designed according to the communication needs of these



associations. As such, the course provides students the opportunity to learn within the roles of professional communication specialists. It aims to produce campaign visuals on the basis of the briefings given by the representatives of these associations, and to satisfy their requests through the products and proposed solutions developed on the course and in partnership. In this context, students are encouraged to develop self-awareness about their social environment and to position themselves as active subjects of the production process as well as the society. All these aim to develop learning processes that would indirectly develop the individual's understanding of social responsibility.

The most prominent element in the study is the contribution of the two associations to the course as partners. Moreover, application of campaign visuals produced throughout the class by these partner associations renders the production and implementation stages important. As a result, these products would enable the fulfillment of their communication needs. "Learning Outcomes and Sub-skills" of students, as targeted to be developed throughout the class, are defined as follows in the syllabus;

Will comprehend the campaign design process; Will be able to develop message and media strategies in context of campaign strategies; Will be able to understand the visuals of campaign strategies as communication tools; Will be able to understand visual codes in cultural context; Will be able to use designing programs sufficiently; Will be able to reflect on the significance of visual design to convenient communication and persuasion techniques of campaign; Will be able to study existing campaigns' visuals in a critical manner; Will enhance knowledge and skills about implementing campaign visual design.; Will be able to understand the disorders that the "Turkish Phenylketonuria (PKU) Association" and "Turkish Life with Diabetes Association" focus upon in Turkey including related processes; Will be able to design identity and campaign visuals for the



course partner associations' related practices; Will be in the position to support the social responsibility approach of the associations as communication professionals.

These sub-skills primarily emphasize, among the abilities that are aimed to be developed by the students, campaign strategies and the ability to produce related visuals. Secondary emphasis in order to develop these abilities is on the ways in which partnership Associations function, their area of focus, the specificity of the illnesses they deal with and the situation of these illnesses in the larger context of Turkey, and possible solutions to these illnesses. All these would contribute to students' understanding of society-wide health issues, and would transform them into active members of society that would develop solutions for these problems. The details of this process are given as follows in the syllabus:

General information about designing programs and an overlook of Photoshop interface; Determining campaign strategy: Message and media strategy in context of research findings and current position analysis; Restricting elements in a campaign: Campaign Owners fixed parameters, budget, target audience, medium, timing, ethical and legal restrictions; Working with print materials: Choosing and implementing title, text and visuals; Health communication campaigns within social responsibility campaigns; Meeting with Turkish Phenylketonuria (PKU) Association officials; Meeting with Turkish Life with Diabetes Association officials. Getting information about association's aims, target audience and communication needs; Analysis of needs of the course partner associations and brainstorming for campaign strategy; Separating students into two groups for the two associations and, each group will be analyzing the needs of course partner associations and brainstorming for campaign strategy; Participation of association officials and taking their views about practices; Working towards campaign visuals; Presentation of the Turkish Life with Diabetes Association group: Campaign target and visual strategy, discussions about fundamental strategic decision and implementation suggestions; Presentation of the Turkish Phenylketonuria



(PKU) Association group: Campaign target and visual strategy, discussions about fundamental strategic decision and implementation suggestions; Re-arrangement and corrections.

Indirect-integration applications and solutions that are developed within the “Visual Campaign Design” course provide students with social awareness, and skills through their efforts in working for social responsibility campaigns. In addition, it also allows dialogue between the University students and the related NGOs in the development of new solutions as well as revitalizing the partner’s existing structures and implementation strategies whilst improving the synthesis between the theory and practice of campaign design of the course. As a result, the course provides a mutual learning process that benefits both students and the partner associations and provides the first tangible indication of the Study’s conclusion that for various departments in universities, it is possible to develop course contents which integrate social projects and partners, and which provide space for social responsibility topics indirectly. Therefore, an indirect integration of university students whilst increasing interest in social responsibility can be accomplished. Furthermore, course contents and integrated education programs that are interactive and sensitive to social issues can be developed.

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### 4.3. Looking for Likely Alternatives (LOLA) – Sharing Experiences

For further information please see document which includes all abstracts of the PERL conference 2011.

### 4.4. Creating a thirst for sustainability



# **CREATING A HUNGER FOR SUSTAINABILITY – GETTING FROM MARGINAL CHANGE TO TRANSFORMATION**

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## **Introduction**

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 (resilience), 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.

For that reason all of our programs are based on empowerment for long-term behaviour change. There is a saying that “if you are not part of the solution, you are part of the problem”. As people become more empowered, they experience themselves increasingly as part of solutions: their capacity to take responsible decisions improves, as does their feeling of living responsibly in order to co-create a world they want to live in.

We believe, and research confirms it, that when people are truly empowered their behaviour change is sustained even after the initial impulse (campaign, program, coaching) comes to an end. In fact empowered people not only change their behaviour, they also learn how to continue to improve and adopt new behaviours long after the program is finished.

Therefore, we believe empowerment and behaviour change to be essential components to enable responsible living. Sustainability is indeed not just something else on the agenda, but a new a way of living.

And: it's time to scale up. Many of us are doing many things in many places. And it's very good, but it's still not enough. To quote Mathis Wackernagel, popularizer of the Ecological Footprint:



“...The physical limiting factor is the regenerative capacity of the earth, but a societal limiting factor is the appetite for sustainability; it is essential to get people ‘hungry’, to build the appetite for sustainability.”

#### Inside and outside

The inner component of sustainability is concerned with personal perceptions, attention and intention. Each one of us is more likely to hunger and thirst for – and make – sustainable changes if we

- a) Believe in our scope and ability to make decisions,
- b) Understand that there is a problem,
- c) Believe our decisions and actions may make a difference to the problem

In essence, the inner component is about a compelling intention to have good relations – with ourselves, and with everyone and everything else.

The outer component is concerned with supporting other people to form this intention and act upon it.

Both components constitute the basis for building understanding and taking action that can benefit all those involved either directly or indirectly.

GAP has developed methods and programs that integrate sustainability into our daily lives by empowering people to adopt more sustainable and responsible lifestyles, not temporarily but on a long-term basis by acquiring new habits. At home, at work, in school or leisure arenas.

#### Opportunities and questions

When we examine our two decades of experience we see both opportunities and questions. In particular we ask ourselves how to get bigger results for smaller investments, not least investments of time.



Question 1: We know how to create effective behaviour-change programs. The programs give outstanding results for low cost, but are relatively labour-intensive. How can we attract and support more people with fewer resources? Or, to put it a different way: is it possible to significantly scale up the results without a correspondingly large increase in staff and money?

Question 2: We are tired of re-inventing the wheel for every new SD project. Through a five-year program of action research we have begun to find out how to accelerate our own learning, and how to make both the methods and the results accessible to others. What is the most effective way to do this? How can such ‘meta-methods’ be made interesting enough for practitioners to invest in learning them, when they already have more than enough to do in the field?

Question 3: We, like many others, found that simply translating or transferring a successful program or set of materials does not necessarily lead to good results in a new culture or country. So we have developed a successful process for cultural adaptation of programs. Can e-learning make it smoother? Are there other ways to accelerate dissemination of this know-how?

**These three current burning questions seem to have common threads connected with scaling up:**

- How to do more with less
- How to learn from the experience of others as well as our own
- How to make our best methods and tools better known and attractive

### **Question 1: Supporting more people with fewer resources**

The experience

Since 1990 the members of our network in more than 20 countries have developed and delivered programs to households, communities, schools, youth, business and other work-places. Research shows the results to be exceptionally effective; and the numbers of those affected by the programs is estimated in the millions.



Good, but not good enough. It's taken 20 years to engage maybe 2 million people. The main limiting factor to the dissemination (apart from funding, always on the agenda) is the need to empower participants through coaching, following an improved study circle model. This 'empowering coaching' is key: with it, the immediate results in terms of behaviour change are more than doubled and the results appear to be much more stable over time.

Our practical expertise is based on theories, practices, and information that we have adapted and mastered, as well as practices, theories and materials that we have developed ourselves.

**Some of the methods, tools and materials are:**

- Principles for design of effective behaviour-change program, workshop
- EcoTeam, Green Living, and similar programs and materials for groups of households
- Programs and materials for sustainable community development, including programs for Local Agenda 21
- More than a dozen programs for schools and youth, including curricula for ESD for grades 3-9; teacher training, and professional development for teacher trainers
- Teaching young people to draw comics for sustainable lifestyle
- Employee engagement programs. Professional development for facilitators of employee engagement programs (under development)
- Calculators for carbon prints, ecological footprints, water prints etc.

**The challenges**

The main challenge is how to convey the empowerment – the factor that brings the outstanding long-term results – with less intensive coaching. We are exploring ways of using internet and social media.



Other challenges are

- Scaling up without becoming a large, hierarchical organization. We find partial responses to this by moving ‘up’ the dissemination chain: working first with small groups, then training others to do so, then training trainers... or, pupils, teachers, teacher trainers.
- Access to established channels, for instance schools and other education organizations; in many countries it is still not easy for NGOs to forge productive partnership links with authorities and other established bodies. ESD seems to challenge all ideas of what represents a reasonable and effective partnership.
- Access to funding. The funding tends to follow the established channels, though even there it is in many countries being reduced – at a time when the need is possibly greater than it has ever been.

## **Question 2: Creating space for meta-learning**

The experience

Every international project we have is considered as action research. We gather the lessons learned from previous projects and try out new methodologies in order to solve the challenge that could be related to our methods, materials or capacity building process. If successful this learning is transferred to our member organizations, as well as to others who may be interested.

It is a cultural aspect within GAP that we try to learn as much as possible from the experience of others, as we hope they can learn from us. Therefore we are not only constantly refining our own tools but also looking for synergies from other approaches that could add to our practice, and vice-versa.

- Gathering experience from partners and others
- Teaching and learning from the process of cultural adaptation



- Identifying recurring patterns, especially patterns of thought and beliefs that hinder sustainable development

The methods and tools

‘Internationalizing’ programs

In addition to the process of cultural adaptation that we have been teaching and using for 15 years, we are also moving towards ‘internationalizing’ nationally-developed materials, in order to support the adaptation process.

This means that in addition to supplying new member organizations with a selection of materials from other members, our ambition is to also offer them a generalized or internationalized version of the materials from which they can more effectively begin their own adaptation process.

Pattern Laboratory

In order to accelerate the learning process from our own experience, as well as from that of others, we have developed a method we currently call Pattern Laboratory. What we aim to do is to find behavioural and belief patterns that support and those that hinder the success of sustainability work.

This method can be used to learn about the dynamics and patterns present in one single project as well as in a multi-case-study, multinational setting. For example we have, together with our partner SWEDESD, conducted a series of multinational Pattern Laboratories focused on ESD63.

Through this work we are beginning to identify patterns that seem to be common to many SD projects. Our aim is to create an easily accessible library of patterns.

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<sup>63</sup>More about the Patter Laboratories can be found at [http://issuu.com/xander/docs/pattern\\_lab\\_a\\_tool\\_for\\_sd](http://issuu.com/xander/docs/pattern_lab_a_tool_for_sd) , <http://issuu.com/xander/docs/plabbook/38>,



## **The challenge**

The main challenge is how to make the methods and results easily accessible. In the case of the methods, we are currently experiencing some spontaneous diffusion, so perhaps the existing training opportunities are adequate. When it comes to the results, the challenge is bigger.

### How to make the results accessible

Step 1 is to identify patterns in one's own projects and in those of fellow workshop participants. This process is proceeding reasonably well.

Step 2 is to synthesize the resulting patterns into a growing set – which is already proving to be large and multi-layered, with patterns nested within patterns – that is reasonably and globally applicable.

Step 3, the Pattern Library, has two challenging components, a technical and a methodological:

- Storing and (in particular) retrieving the patterns is a big technical challenge bordering on artificial intelligence: how to make the retrieval simple and fast, as well as relevant for the specific enquirer?
- How to support retrieval so that the outcome is supportive rather than prescriptive? We believe that all SD requires innovation and new thinking; the purpose and effect of the Pattern Library must be to enable enquirers to avoid re-inventing old wheels and thus enable them to channel their creativity into the elements most likely to accelerate SD in their own work.

A further challenge is of course the perennial question of how to fund the necessary development.

Given the size of the challenge, we are happy to be partnering with other organizations, already including SWEDESD and the Union of International Associations.



### **Question 3: Distance education for cultural adaptation**

#### **The experience**

When groups in new countries began trying to duplicate the original GAP programs, the results were disappointing. After some years, in the mid 1990s, we took stock and noted that a) Several groups had failed, quietly or otherwise, and b) For those that succeeded, the process took about four years from start to functioning dissemination of the program.

We therefore developed a simple but systematic approach to cultural adaptation, and began to offer training and coaching. After introduction of this approach we noted almost 100% success, with the elapsed time reduced to 10-12 months. (Those few groups who thereafter have attempted to copy our programs without support have, as far as we know, uniformly failed.)

#### **The methods and tools**

The overall approach, which we call the ‘adaptation carousel’, is very simple. Base materials are assembled from the most relevant experiences of other members, and translated; an ‘adaptation group’ in three teams works through these materials in such a way that each chapter is tested and reviewed by two teams, with editing between. Each team has a coach and a rapporteur.

The key elements of adaptation training and coaching have proved to be

- Recruiting an appropriate group
- Conveying the principles of empowering design and empowering writing
- International review and editing
- Support for a highly-structured process, including weekly reporting

Beyond the initial program development, we support training and certification first of coaches and then of coach trainers.



## **The challenge**

The support process is time-consuming for the international staff, and thus also expensive for the new group. Some elements will probably need to continue to be time-consuming, in the sense that personal interaction is decisive. Others could perhaps be streamlined, for instance with the help of e-learning.

We began by developing e-learning modules for ‘empowering writing’. We believe that in this way we can both go deeper into the topic than we normally have time for at the adaptation workshops, and reduce the time needed by international staff – as well as making the learning available at the convenience of participants. Experience has been mixed. Those who have completed the course modules are enthusiastic. However a major challenge seems to be to have participants both start and finish the course, and submit their work during the process. Perhaps we need to introduce a grading and accreditation system.

The next challenge is to see how much else of the adaptation curriculum can suitably be transferred to or supported by e-learning modules. In this context we may need to review our choice of technical platform (currently Moodle).

## **Partners welcome**

In all these endeavours we are seeking and finding new and sometimes unexpected partnerships. And looking for more. We are currently exploring the establishment of an international, multi-partner Knowledge Centre of Learning for Sustainability. Can this be a good step towards answering our own questions about how to accelerate from change to transformation? What other means can we find – together?



# **Paper Presentation Tuesday 15.30 - 16.30**

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



# **EDUCATION FOR SUSTAINABLE CONSUMPTION AND PROMOTING SUSTAINABLE LIFESTYLES IN THE REPUBLIC OF KOREA**

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## INTRODUCTION

The term of Sustainable Consumption (SC) is an emerging issue, both generally and in Republic of Korea specifically, and has recently been discussed as a necessary condition for sustained social development. The role of SC as the globalization process continues to expand worldwide is a key element to drive harmonized economic development and to promote environmentally friendly patterns of consumption. SC can be used as a tool for better quality of life for all through Sustainable Development (SD); to achieve this, education is one of the most efficient means for providing citizens with the skills and competencies to become sustainable consumers.

In this respect, the new government of Korea announced a master plan of the Green Growth National Vision (GG) which takes several important policy steps by launching a new low carbon oriented market and expanding incentives for environmentally-friendly businesses and consumer behaviour. Although the GG programs are operational policy initiatives for achieving the goals of the National government's vision, approaches still remained conceptually and systemically oriented solely by economic rationality and a 'growth first, clean up later' mentality. More importantly education schemes as part of the government's sustainable consumption program remain underutilized at present.

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, with an emphasis on individual policy tools and instruments and their effective combination. In this paper the sustainability of consumption is considered broadly in economic, environmental and social terms. To show the empirical evidence of research, 15 in-depth interviews with open-ended questionnaire were carried out with relevant national/local government officers and NGO practitioners.<sup>64</sup>

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<sup>64</sup> Appendix shows the details of fifteen interviewees with personal information.



The findings from this research identify the key aspects of the current governmental context for promoting SC in ROK. It addresses the existing relevant policy frameworks on ESC, current governmental strategies and capacity for promoting SC, and assessment of that implementation. Finally, but most importantly, it suggests opportunities for better policy integration and recommendations for improving Korean capacity for ESC implementations.

## **EXISTING ESC POLICY FRAMEWORKS IN ROK**

### **Understanding of SD/SC and GG/GC**

After the 2008 global financial crisis, President Myung-Bak Lee announced a Low Carbon Green Growth strategy as a new vision to guide the nation's long-term development. About one year later, on 6 July 2009, the ROK announced a Five-Year Plan (FYP) for GG to serve as a medium-term plan for implementing the National Strategy for GG over the period 2009-2013. According to the project, central government will spend a total of 107 trillion won (US\$83.3 billion), the equivalent of almost 2 percent of the Korean GDP per annum – a relatively high level by OECD standards – for the next five years.

The FYP outlines a set of three strategies and ten policy directions. The three strategies comprise measures for addressing climate change and securing energy independence; the creation of new growth engines; and the improvement of the quality of life. Legislators in Korea have been considering a “Basic Law for Green Growth”, which will provide the legal basis for Korea's green growth strategy. The planning and formulation of the ROK's GG strategy and its FYP has brought about an inter-agency process that involves all government ministries. The Presidential Committee on Green Growth (PCGG), launched in 2009, is a fundamental institution to set-up and to carry out GG. On December 29, 2009, the Korean National Assembly adopted the Basic Law, which President signed into law on January 13, 2010.



Main strategies	Policy directions
Mitigation of climate change & energy	Effective mitigation of greenhouse gas emissions
	Decrease energy dependence on oil and enhance energy sufficiency
	Support adaptation to climate change impacts
Creating new growth engines	Develop green technologies as future growth engines
	Greening of industry
	Develop cutting-edge industries
	Set up policy infrastructures for green growth
Improving quality of life and strengthening the status of the country	Green city and green transport
	<b><i>Green revolution in lifestyle</i></b>
	Enhance national status as a global leader in green growth

(Tab 1: Green Growth Policy, Source: PCGG 2009:53)

Korean government believes that the country must continue to pursue greater economic growth than and increase what has been achieved thus far. Hence GG is a model of economic development rather than of sustainability of environment and society called for under the SD model in the previous decade. Korean government considers that in spite of increasing environmental pressure arising from economic growth that it will be possible to reduce poverty and improve environmental management. Therefore, the challenge is not to limit economic growth but to convert it into an environmentally sustainable form.

Beyond its policies at the national level, the ROK is demonstrating engagement and leadership at the international level by boosting global efforts towards achieving a green economy. It is also playing a key role in promoting an East Asia Climate Partnership. However, many critics to the ROK's GG have arisen domestically due to the government's sudden abandonment of SD strategies and plans which included much more consideration on social aspects in comparison to GG. Critics will be proved in later interview analysis part.

There have been nine policies conducted in relation to SC and Green Consumption (GC) and they can be categorized into three different types, those are; regulatory policy, voluntary collaborated policy i.e. information providing, and economic incentive policy. The voluntary collaborated policies are the most prevalent in numbers such as Eco-Labeling System, Environmental



Declaration of Product, Carbon Footprint Labelling, Good Recycled Labelling Program, High Efficiency Appliance Certification Program, E-Standby Program etc. Additionally, more recent SC/GC policies have been more leaning towards economic incentive policies such as Carbon Point System and Carbon Cash-back.

Green campaigns are encouraged especially on practice of green lifestyle by the Green Start Network established by MOE and WeGreen Network by Ministry of Gender Equality and Family. General Green consumer campaigns and movements have been developed by consumer organizations i.e. Consumers Korea and Green Consumers Network in Korea since 1990s.

	Green Purchasing	Green Use	Green Disposal	Others
Policy	<ul style="list-style-type: none"> <li>•Eco-Labelling</li> <li>•Environmental Declaration of Product</li> <li>•Carbon Footprint Labelling</li> </ul>	<ul style="list-style-type: none"> <li>•Energy Efficiency Standards &amp; Labelling Program</li> <li>•High Efficiency Appliance Certification Program</li> <li>•E-standby Program</li> </ul>	<ul style="list-style-type: none"> <li>•Good Recycled Labelling Program</li> <li>•Extended Producer Responsibility System</li> </ul>	<ul style="list-style-type: none"> <li>•Carbon Point System</li> </ul>
Campaign	<ul style="list-style-type: none"> <li>•Green Living Practice Group</li> <li>•Green Purchasing Leadership Program</li> <li>•Best Green Products Post</li> <li>•Low Carbon Consumption Campaign for Distribution Companies</li> </ul>	<ul style="list-style-type: none"> <li>•Long Underwear Wearing and Coal Briquette Delivering Campaign</li> <li>•Green Transportation Culture Campaign</li> <li>•Energy Saving Campaign through Home Energy Doctor</li> </ul>	<ul style="list-style-type: none"> <li>•Green Mileage Campaign</li> <li>•E-waste Zero Campaign</li> </ul>	<ul style="list-style-type: none"> <li>•Carbon Neutral Campaign</li> <li>•Green Start Carbon Footprint Campaign</li> <li>•WeGreen – Campaign for Writing Eco-housekeeping Book</li> </ul>

(Tab 2: Summary of Policy & Campaign for Green Consumption Practice, Source: Soon-young Bae et al. 2009:8-9)



## ESC aspects in formal education

It is necessary to emphasis on green education with the professional materials as well as hands-on learning through school pilot schemes and green cultural lifestyle experiences. To compare with previous educational paradigm simply focused on the protection of nature, Education for Green Growth (EGG) has adopted the idea that economic development has no harm to environment when green technologies become the new growth engine. And it encourages students to be green future leaders who continue practice in daily basis.

	Environmental Education	Green Growth Education
Concept & Goal	Education for promoting sustainable development by a balance of human and nature & Practice in life	Education to No conflict between economic growth and environmental protection for green future & practice in life & Global initiative
Scope	Regional and national	National and global

(Tab 3: Comparison of environmental education vs. green growth education, Source: MEST 2009:3)

For these reasons, central government, especially Ministry of Education, Science and Technology, have developed the conceptual framework of EGG and mentioned main issue of EGG strategies as the following;

- Raising people's awareness on green growth: to understand that there is no conflict between environmental protection and economic growth and the importance of green growth toward a greener future
- Leading the practice of green lifestyle: to practice 'me first, right now' in daily life
- Preparing for the green growth future society: training for conducting of future human resources through vitalizing green technology
- Responding actively to global issues, i.e. climate change and participation as a leading nation



The main trends for expanding the delivery of the Environment Education began in 2005 by MOE's promulgation of the National Environment Master Plan (2006~2015) and its goal and vision described as achieving a sustainable society with both healthy natural environment and livelihoods in the Korean peninsula for the 21st century. In 2006, the government developed the Master Plan of Environmental Education Development (2006~2015), which contains four categories of the specified goals: to take a long-term vision of environmental education, a creative environmental education toward unpredictable condition, environmental education as an innovative engine and, finally, as an international cooperative initiative. .

In 2008, the Environmental Education Promotion Act was enacted by National Assembly; thus it became an obligation that the government must review the master plan every 5 years. The objectives of the Act were to set up requirements for the promotion of the environmental education in order to activate it and to effectively contribute to the sustainable development of the nation and communities by finding a balance between human society and nature. In 2009 the Framework Act on Green Growth legislated – local governments and regional education offices to consider the strategy for both environmental education and green growth education in the region.

According to recent government research data, it indicates that the preferences of students to take environment courses are low. A number of factors have influenced this issue, but the priority reason is due to the current educational circumstance which emphasizes only the high scores for national college entrance examinations. In school, students prefer preparing for the key subjects of the exam rather than the environmental curriculum and also few remaining environmental classes were often misused as the subsidy for other key subject classes.



Middle school 'Environment' (2008)	High school 'Ecology & Environment' (2008)
257 schools (8.4%), 59,278 students (3%)	498 schools (37%), 142,654 students (10%)

(Tab 4: Selection of Environment related subject at School, Source: MEST 2009:6)

Secondly, the lack of teaching staffs and also their insufficient expertise are constraints which need full attention. As the table shows, the number of teacher's with no certification on environmental coursework are high in comparison with others.

Classification	total	Teacher's qualification			
		Major in environment coursework	Major in other subject	With Certified in environment teaching program	<i>No certification</i>
Total	2,883	126	85	688	1,984
Middle school	611	37	27	262	285
High school	2,272	89	58	426	1,699

(Tab 5: Environmental Education Teachers' Qualification, Source: SERII 2010:24)

Thirdly, another common constraint is the lack of adequate and relevant teaching materials and an insufficient number and quality of proper training programs for teachers.

According to citizens' attitude and awareness on green growth and environmental education from research (2009) conducted by MOE, most respondents answered that education is a useful tool to understand and solve environmental problems. Yet, 58.3% of respondents pointed out that the environmental coursework and relevant information was insufficient. To promote successful environmental sustainability, they also pointed out the need for adaptable 'experimental' learning programs in schools. The research provided further information on the priority task for the government to promote ESC in school including: government active support and willingness to achieve GG (85.8%), fostering environmental education in school (52.6%), active role of mass media (45.4%), and activation of civic organizations (15.5%).



## **CURRENET GOVERNMENTAL STRATEGIES FOR PROMOTING SC (*based on the interview findings*)**

It is a fundamental and important issue to gain a clear understanding on the specific definitions for SC that are understood by the main stakeholders of government officers and NGOs representatives who actively work on ESC. The general understanding on the definitions of SC showed an intermediate level of awareness by responding with very general ideas on green consumption. Some interviewees that answered the definition of SC even confessed that they looked up the Basic Law on Sustainable Development before the interview began.

They explained that this was because 1) the current national governmental strategy puts much more attention on GG than SD which had been emphasized by the previous government administration and considered up until GG was launched by the current administration. Hence, the meanings of GG and SD have still not been clearly defined as general concepts; 2) in ROK, still concerning itself as one of the developing country, the concept of SD which includes social dimension as well as well-being of nature is a much broader and ideal target for practice in daily lives. Green consumption which narrowed its implementation to economic and environmental dimensions is more practical and implementable in ROK.

National governmental officers focused on Purchasing of Green Product, Saving Energy, and Recycling as ways for practicing SC. They suggested SC would be possible when current laws i.e. Act on the Promotion of the Purchase of Environmentally-friendly Products and other related policies are successful in spreading the idea of green consumption to governmental organizations as well as civil society.

There are different strategies to promote SC between each ministries depending on their own role and responsibility. Ministry of Environment (MOE) enforced the Act on Obligation Purchase of Environmentally-friendly Products, especially across the governmental sector since 2005. It aims to



expand citizens' green consumption in the future when purchasing eco-products in governmental sector has been mainstreamed and is perpetuated in success. It encouraged the promulgation of the Basic Plan on the Promotion of the GC which was eventually established on December 2010.

Environmental Preservation Association (EPA), an affiliated Organization of MOE started two different green education strategies depending on the subject. One project is to provide school students 'Visiting Education' on big vehicles including green consumption and shopping and also green educational contents and materials which are still in high demand from most of schools. The other is, in order to encourage civil society awareness on SC, they have offered eco-friendly free-gift in every national event they have organized.

Ministry of Knowledge Economy (MKE) tried to lead citizens voluntarily participate in energy savings by establishing Green Energy Family project. It encourages citizens' participation by offering incentives. The main strategy of the Korea Fair Trade Commission (KFTC) for promoting SC is to offer correct information to consumers in the field of Labelling, Advertisement, and Consumer Deception that they originally covered; moreover, in this case, they focus more on green products and businesses. They tightened regulations on misleading information of green products and also produced information comparisioning different green products so as to educate consumers.

Producing Eco-labelled products and publicizing their information through media were nominated as one of the main policies which has shaped the government's efforts on promoting SC and consumers' awareness. The other new policy or strategy which show government efforts identified by many interviewees is to launch pan-national action networks such as MOE's Green Start Network, Ministry of Gender Equality and Family's We-green, Ministry of Knowledge and Economy's Green Energy Family Network, Ministry of Public Administration and Security's Green New-town.



## **ASSESSMENT ON PARTNERSHIP BETWEEN GOVERNMENT AND NGOS**

Practitioners in NGOs demonstrated clearer understanding of SD and SC and provided more in depth explanations. They described sustainability as a new pattern of resource use that aimed to meet human needs while preserving the environment so that these needs could be met not only in the present, but also for generations to come. They emphasized the current problem of mass-consumption and modern lifestyle. This is not just a problem of consumption but of lifestyle patterns itself; therefore, alternative sustainable lifestyles are urgently needed.

To do so, Green Consumer Network in Korea (GCNK) has proposed to work for green city consumers by attempting to solve environmental problems in the market system rather than escaping from the cities and to establish radical alternative lifestyles in rural areas which only a limited numbers of people will ever be able to achieve in the modern world. Environmental issues must be solved in the present market system and fully depends on environmentally and ethically green consumption to achieve this. Both, GCNK and Consumer Korea (CK) have been considering global issues since the late 1990s such as SD rather than just national-level consumer campaigns. They have contributed to broadening the Korean civil society and NGOs' world view.

Programs and projects by NGOs are very successful in terms of promoting SC and raising consumer awareness and have been expanded in local level and various citizen groups. For example, Green Citizens' Committee Seoul (GCCS) runs a project to support creating local communities appropriate for Seoul citizens against global environmental problems – revitalise locality against globalisation. NGOs put more attention to general citizens' education and locally based project. These programs and projects are very active. GCNK emphasized SC in all of their education programs and projects i.e. 'Eco-Creative Centre' for students and 'Green Academy' for citizens. CK runs 'Greening Super' project which evaluates supermarkets' efforts on environmentally-friendly product sales and conducts campaigns for purchasing green products



which show food-miles and carbon footprint. Green Start Network (GSN) runs a program educating citizens to be Green Leaders for each citizen become a local leader for green society and practice in daily lives. They also campaign for energy saving by consulting each household with an energy consultant named 'Home Doctor'.

The understanding of the relationships between government and NGOs/civil society on promoting SC is various and the differences are enormous depending on who the subject is. Most of interviewees representing Government insisted on their positive relationship with NGOs and civil society; whereas NGOs argued that the relationship worsened under the current Korean government.

Here are the opinions from the national governments. MOE showed a highly positive evaluation for the partnership they have with NGOs. MOE proved that they have received much help from NGOs: ideas, know-how, network etc. MKE collaborated with civil society organisations and NGOs through the energy saving project. They organized the Green Energy Family Network to promote green consumption, and it supports project investment for local NGOs' activity for the promotion of green consumption culture. KFTC offered financial support for selected NGOs rather than commissioning projects as they used to do. They are collaborating specifically on green product comparison projects with four different consumer organisations. Other ministries also insisted they maintain close partnerships with NGOs and civil organisations offering voluntary education programs.

NGOs feel no deep connection with the current national administration which agreed on a free-trade agreement with United States in spite of citizens' condemnation and huge candle light protest. Present government believes NGOs had influenced on citizens' protest against the government decision. Instead of partnership with existing NGOs, the government established its own civil organizations to practice SC/GC as a part of GG strategies. Those organizations are stiffened with



little autonomy. Interviewees from NGOs believed that SC has been and will be the subject at any government now and the future; however, the problem of the current government is the lack of communication and mutual understanding. The partnership between the government and NGOs is only for contract implementation without reflection of the contractor.

PCGG support the governmental strategy on green lifestyle revolution. Education for GG is a dominant theme of the government and mostly focused on providing information about how individuals/households can save energy by buying green/eco-products for to individuals to reduce green house gas emission. However, it is all still at the beginning stages of development, as they honestly replied. The inter-agency process led by the PCGG is an innovative approach to planning that seeks better coordination of policy-making among ministries so that investment decisions are guided by multi-sectoral processes. However, its fundamental role as the focal point of the GG is not practiced properly.

The innovative approach to planning better coordination of policy-making and *governance* was already practiced and made a 10-Year plan was produced by the Presidential Committee on SD (PCSD), established in 2000. Unfortunately, the efforts of the PCSD have been ignored by the current government, while the launch of the new PCGG replacing the previous PCSD is not fully welcomed by the majority of NGOs. GCCS is the only remaining agency as the part of PCSD and acts to take part in the democratic governance process. GCCS is very special in terms of their performance. It actually runs as cooperative *governance* among three main stakeholder groups: Seoul Metropolitan Government, the Korea Chamber of Commerce and Industry, and NGOs, and supports the project for SC.



## **RECOMMENDATIONS FOR IMPROVING THE PRACTICE OF ESC**

Despite injecting 2 percent of GDP on GG by 2013, the concept and the awareness of GG or SC is still not clear to the public and the top-down strategies from the central government, especially Four Major Rivers Restoration project, without communication with stakeholders and participant civil society remains a limit to communicate these concepts. Strong willingness on GG of the national government mismatches NGOs and local government approach on SC, and what has made the situation worsen is the lack of communication to support mutual understanding as acknowledge by interviewees from NGOs and GCCS. The lack of collaboration between government and NGOs must be overcome. Indeed, NGOs have developed a diversity of pilot projects for SC and education for SD. The results of the projects could be used as experimental pilot projects and tested prior to national implementation of ESC under GG vision for the effective implementation of ESC; however, under the new GG vision there has been eagerness to create brand new practice.

It was recognized that it is necessary to increase the capacity of governments to plan and implement effective ESC, and several recommendations were formulated from each department in detail on how best to achieve this. MOE has the main status as government agency working towards SC; however, as an officer in MOE argued, human capacity building for government officers to promote ESC is urgently recommended. KFTC has offered plenty of support for green technology development but has not yet attempted this for green consumption apart from campaigns or events. It is their role to observe business and industry for consumer rights and they suggest government should focus on improvement of policy and system for SC rather than on raising consumer's awareness, which has been well dealt by NGOs and will be better improved by civil organizations. One of the NGOs' suggestions is to develop governance which supports lateral partnership and cooperation to encourage public participation rather than top-down govern and to avoid one-off activities run by the national government. NGOs expect to strengthen linkages between national



policies and local level implementation and also between top-town and bottom-up approaches. Civil society could play an important role as a proactive partner of the government in promoting the Green Growth paradigm. In particular, NGOs and consumer organizations could play a leading role in moving citizens and consumers towards eco-efficiency and sustainable consumption patterns because a change in the consumption patterns and lifestyles of consumers can be effectively promoted only when the initiatives come from the citizens and consumers themselves. To lead a role in introducing new regulations and policies, it is important to secure the acceptance of the people.

In many cases, it is civil society that pressures government and the private sector to improve the quality of life and of the environment. Increasing demand for improved quality of the environment and life is the basis for the environmental market and private sector innovations. When there has been development on SC in civil society, it is better for government to integrate with these approaches rather than to create their own new policies and strategies. The ROK should further promote a process of broad-based dialogue and consultation with a cross-section of all stakeholders, especially civil organisations which have developed ESC for last decade in order to generate public support that could prove to be essential for the success of GG.

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## APPENDIX

N=15	Personal Details		Interview date
	Organization (Division)	Position	
Central Gov't (N=9)	<b>Ministry of Environment</b> (Green Technology & Economy Division)	Director	Tue 12 Oct
	<b>Environmental Preservation Association</b> (Affiliated Organization of Ministry of Environment, Public Information & Planning Environmental Education)	Chief Instructor	Mon 18 Oct
	<b>Ministry of Education, Science and Technology</b> (National Curriculum Planning Division)	Educational Supervisor	Mon 25 Oct
	<b>Ministry of Knowledge Economy</b> (Energy Resource Division)	Director General	Mon 25 Oct
	<b>Korea Fair Trade Commission</b> (Consumer Policy Division)	Deputy Director	Wed 17 Nov
	<b>Presidential Green Growth Committee</b> (Green Life & Sustainable Development Team)	Director	Thu 14 Oct
	<b>Presidential Green Growth Committee</b> (Climate Change Policy)	Director General	Thu 14 Oct
	<b>Korea Consumer Agency</b> (Policy Development Team)	Research Fellow	Mon 18 Oct
	<b>Korea Consumer Agency</b> (Consumer Policy Research Office)	Senior Researcher	Mon 18 Oct
Local Authorities (N=3)	<b>Seoul Metropolitan Government</b> (Environmental Policy Division)	Deputy Director	Wed 27 Oct
	<b>Green Citizens' Committee Seoul</b>	Director General	Fri 22 Oct
	<b>Seoul Metropolitan Office of Education</b> (Science and Gifted Education Division)	Senior Supervisor	Mon 25 Oct
NGOs (N=3)	<b>Green Consumers' Networks in Korea</b>	Director General	Wed 11 Oct
	<b>Consumers Korea</b>	Seoul Director	Fri 5 Nov
	<b>Green Start Network</b>	Secretary General	Wed 10 Nov



## 5.2. Role of Gouvernement



## **HOW TO PROMOTE SUSTAINABLE LIVING?**

**Inspiring experiences of Dutch downshifters**

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\* Based on: Schreurs J (2010) Living with Less: Prospects for Sustainability. Maastricht. ISBN 978-90-9025779-2



## INTRODUCTION

In the twentieth century the commercialization of consumption has brought about radical changes in both the volume and the cultural significance of consumption (Assadourian 2010; Cohen 2004; De Geus 2003; Levine 2006; Maniates 2001, 2010; Miller 1995; Schor 1998; Worldwatch 2004). Discretionary consumption has become a mass phenomenon and not merely a privilege of the rich and middle class (Schor 1998: 217). As a result consumerism and the consumerist lifestyle have become dominant cultural features in the Western world and are rapidly spreading to other regions in the world. Obviously, increased consumption has improved living conditions on a large scale; yet there is also a downside. The paradox of well-being, as Jackson puts it (2008), counteracts the prevailing perception that the more people consume, the happier they will be again. The positive correlation however between happiness and income is weak and even diminishes as income increases. In countries with average incomes above \$15,000, no improved life satisfaction could be measured (2008: 50). Overall, the costs that come with consumerism and the consumerist lifestyle, despite its attractions, are rising substantially. Concurrently, risks are increasing: in personal life because of prohibitive debts, stress illnesses or impoverishment; at a global scale because of climate change, and social and political instability as a result of the growing gap between rich and poor.

As a result the argument for moderating consumption has increasingly become more compelling. Although for many governments technical solutions remain the primary focus of attention, seeking to change consumer behaviour is receiving increasing support. This attention is not limited to reducing the use of fossil fuels. It also includes lowering CO<sub>2</sub> emissions, limiting waste and moderating the use of natural resources. These steps are perceived as not only necessary but also inevitable if we are to increase ecological sustainability (Jackson 2009; Worldwatch 2010).



Despite the increasing awareness that a more sustainable way of living is needed, yet living with less is generally considered an inconvenient option. The current viewpoint is that the hedonistic and materialistic mentality of people would be too serious an obstacle for change. This paper however contents this vision, referring to the rapid growth of the new consumer movement and the sustainability movement in the First World. There are strong indications that a fundamental change towards a less consumerist and more restrained way of life is taking place (Datamonitor 2003; Etzioni 1998; Gandolfi and Cherrier 2009; Ray and Anderson 2000; Schor 1998). The number of people dissatisfied with their lives and longing for a simpler, less stressful existence is even much higher, according to Datamonitor (2003). Also the sustainability movement gets growing support. The results of the second annual National Geographic/GlobeScan 'Consumer Greendex' (2010) showed that, over the past year, consumers have adopted more environmentally friendly behaviour which has led to a general increase in Greendex scores. Because the Greendex measures the behavioural practices of citizens in 17 countries in both the developed and the developing world, the results indicate that growing numbers of citizens are not only convinced that measures should be taken to preserve the planet but that they are also willing to adjust their behaviour toward a more sustainable lifestyle.

What lessons can be learned from the new consumers: in particular the downshiffters? Here lies the starting point of this paper, which addresses the question of How can living with less contribute to sustainable and responsible living? The study - conducted in 2007 in the Netherlands - was the first to examine living with less money from an experiential and practical perspective. The study goes beyond sustainable consumption as it explores opportunities for a sustainable lifestyle. In line with Callenbach's (2002) green triangle we created the Dutch triple Gs of a sustainable lifestyle: geld (money), groen (eco-friendliness) and gezondheid/welzijn (health-wellbeing). This view posits that a sustainable lifestyle results from putting the right input into each of the three pillars. The basic



assumption is the concurrency between the pillars and their mutual interdependence: changes in one influence the outcome of the other two. With this theoretical construct we could explore the connection between finances, quality of life, use of resources and other variables of sustainable consumption, resulting from our empirical researches. Below we discuss three elements of the survey, which offer new insights and contribute to a better understanding of consumer behaviour and practices and thus helpful to better adjust strategies for behavioral change.

The article comprises two main sections. The first section entitled: 'Meet the Dutch DownshifTERS' uses results of the study of Dutch downshifTERS to discuss prospects for sustainable lifestyle. After a description of 1) the profile of Dutch downshifTERS; 2) sustainable and responsible consumption practices of downshifTERS are discussed; as well as 3) the negative and positive experiences with living with less money. The first section concludes with a discussion of perspectives for sustainable living. The second Section: 'Promoting sustainable living' presents conditions for a strategy to enhance sustainable consumer behaviour.

## **I MEET THE DUTCH DOWSHIFTERS**

Early 2007 a survey was conducted among the readers of the Dutch magazine *Genoeg*, a bimonthly publication focusing on consuming less and sustainability. The study was part of the research project *Living with Less* which intended to explore new possibilities for sustainable consumption. The readers of the magazine were recruited as they were assumed to be representative downshifTERS. The survey (See Table 1) covered 1006 participants (13.35 %) and comprised three groups: voluntary downshifTERS (N=461), involuntary downshifTERS (N=280) and non-downshifTERS (N=265).

In this study, downshifting is simply defined as a reduction in spending, including both a voluntarily and involuntary dimension. So downshifTERS are people who are living with less money than they did before, regardless of whether the change is voluntary or involuntary. Therefore, the



term ‘voluntary downshifters’ is analogous to what other researchers refer to as ‘downshifters’ (Etzioni 1998; Schor 1998).

Downshifters were identified by their response to the question, ‘Did you, at some point in your life, deliberately reduce your expenditure pattern?’ The total number of participants that met the criterion for downshifters (N=741) were further classified as either voluntary or involuntary downshifters. In total, 55% of all downshifters changed their expenditure patterns after a reduction of income (N=422) while 34% opted to downshift despite experiencing no change in income (N=260). Surprisingly, an additional 11% choose to downshift after an increase in income (N=87). Of those who experienced a reduction in income, this reduction was voluntary for 29% (N=114). The respondents who experienced a decrease in household income and answered ‘no’ to the question of whether voluntary choice was the reason for the decrease, were classified as involuntary downshifters (N=280).

The sample		
	N	%
Voluntary downshifters	461	46
Involuntary downshifters	280	28
Non-downshifters	265	26
Total	1006	100

Table 1: The sample



## 1. Demographic characteristics

Weighting of the main demographic results led the following image (Table 2):

- Downshiffters had a relatively higher level of education (60 %). Around 40% had low to intermediate educational attainment.
- They were more frequently between the ages of 20 and 40.
- Downshiffters were also more frequently female but the difference with the general population was small.
- Net incomes were less than €1850 per month.
- Downshiffters were more frequently engaged in paid employment, particularly part-time work. The percentage of downshiffters with a full-time job or even more is far below the Dutch average.
- Downshiffters generally tend to have more children and are more likely to live in cooperative housing projects or have a different type of household than the average Dutch population.



	Downshifters % N=741	Non-downshifters % N=265	General population %
Sex			
Male	48	55	50
Female	52	45	50
Age			
20 - 40	42	33	37
41 - 50	21	24	24
51 - 80	38	43	40
Education			
Low – intermediate	41	33	75
High	59	68	25
Paid employment			
None	33	26	38
<10 hrs	3	2	4
10 - 20 hrs	8	8	6
20 - 30 hrs	15	16	9
30 - 40 hrs	28	31	21
>40 hrs	12	18	22

Table 2: Demographic characteristics (weighted)



### **Dutch downshifters and their foreign counterparts**

The weighted findings of our study are comparable to three nationwide studies of downshifting: Schor's study (1998) in the USA, Hamilton and Mail's (2003) study in Australia and the Hamilton's (2003) study in the UK. If the Genoeegreaders are considered members of a downshifting community, the sample populations of at least three other studies are comparable to ours. These studies include Elgin and Mitchell's (1977) voluntary simplicity survey of the readers of the magazine Co-Evolution Quarterly, Pierce's (2000) study of voluntary simplifiers from a simplicity website and Huneke's (2005) voluntary simplicity study which drew its study participants from online forums related to voluntary simplicity. Comparison with these studies is further enabled by the fact that they essentially employed similar definitions of a voluntary simplifier.

### **Noteworthy observations**

- Contrary to the belief that downshifting is predominantly an upper middle class phenomenon, findings suggest that voluntary downshifting is not a lifestyle choice exclusive to the social elite, but might be an attractive way of life for people across all social strata.
- Another similarity between our study and the results of other studies concerns the rather counterintuitive finding that only a quarter of voluntary downshifters had experienced a decrease in income when they began downshifting.
- Thus living with less money does not automatically result from a lower income, but appears to be a conscious choice. This conclusion counters the prevailing image of the postmodern consumer as a materialistic big spender, driven by hedonistic motives.



## **2. Sustainable and responsible consumption practices**

How does downshifting contribute to sustainability and do voluntary downshifters, involuntary downshifters and non-downshifters differ in this respect? To answer these questions we operationalized sustainable consumption practices as follows. In line with the Dutch Triple Gs of sustainable lifestyle *geld* (money), *groen* (ecology) and *gezondheid* (health/happiness), we defined indicators for eco-friendly consumption and for the two other dimensions of sustainable living: namely money and health. The measure combined items of the Ecological Footprint (Rees 1998), and of the list of Simple Living Practices and the Simple Living Scale (Huneke 2005) (Table 3 en Table 4) and addressed a broad range of activities across six domains: purchasing, food, leisure, environment, do-it-yourself and mobility. High scores on the following items were considered indicative of sustainability and simple living: Purchasing: 1 – 6; Food: 7, 9, 10, 11; Leisure: 13, 15, 16, 18, 19, 22; Environment: 23 – 27; Do-it-Yourself: 28, 29, 30; Mobility: 32, 33, while low scores on the following items were considered indicative of sustainability: 8, 12, 17, 21, 31, and 34. Table 3 reports the consumption practices of voluntary and involuntary downshifters and Table 4 shows the consumption practices of downshifters and non-downshifters. Below, we first discuss the scores in each domain and then address the research questions.

### **Purchasing activities**

The purchasing practices of non-downshifters, and voluntary and involuntary downshifters appeared to be rather close. All reported regularly buying fair trade and green products, although voluntary downshifters reported doing so significantly more often ( $P = .01$ ) and they were also more likely to buy second hand goods. The second remarkable difference was noted for ignoring advertisements. In this respect, non-downshifters tended to ignore advertisements more frequently than (involuntary) downshifters ( $P = .04$ ).



## **Food**

With regard to food consumption, the most salient result was the finding that all three groups reported very frequently cooking from scratch instead of eating prepared meals (mean =  $\geq 4.35$ ). Striking differences have been noted for non-downshifters eating more frequently organic food than downshifters ( $P = .01$ ); downshifters on the other hand reported consuming more fish than non-downshifters ( $P = .00$ ).

## **Leisure activities**

The three groups showed comparable scores (mean  $\geq 3.66$ ) for reading, walking and biking and social contacts. The least frequently reported leisure activities were meditation and exercise/sports (mean =  $\geq 2.53$ ). Further, participants reported fairly often engaging in activities related to personal growth and development. Watching television was also a popular leisure activity. Striking differences between the three groups were noted with respect to shopping, traveling and personal growth. Shopping occurred considerably more among involuntary downshifters than among voluntary downshifters ( $P = .01$ ). Traveling occurred significantly more often among non-downshifters than downshifters ( $P = .00$ ). Personal growth activities were practiced more by downshifters than by non-downshifters ( $P = .00$ ).

## **Environment**

In the environment category, we found that non-downshifters, as well as involuntary and voluntary downshifters, reported very frequently recycling glass and other materials (mean  $\geq 4.64$ ). The three groups were also very resourceful with respect to energy consumption (mean  $\geq 4.2$ ) and all reported a tendency to bring unnecessary items to second hand shops (mean  $\geq 4.12$ ). The least frequently reported activity in this domain was organic composting (mean  $\geq 2.24$ ). Compensating for CO<sub>2</sub> emissions due to air and car travel was also less frequently reported. Remarkably, we



noted that downshiffters were significantly more resourceful with energy than non-downshiffters ( $P = .01$ ).

### **Do-It-Yourself**

In the do-it-yourself category conducting one's own home maintenance appeared to be the most favorable activity for the three groups, with a striking difference in the scores of downshiffters compared to non-downshiffters ( $P = .04$ ). Results for sewing clothes and growing vegetables indicated rather low frequencies.

### **Mobility**

Biking was reported to be the most popular mode of transport for all types (mean  $\geq 3.93$ ). Non-downshiffters reported biking most often (mean = 4.18). Additionally, the three groups reported rarely traveling by air plane (mean  $\leq 1.92$ ). Further, results indicated that downshiffters were slightly more frequent car users (mean = 2.94) than non-downshiffters (mean = 2.79), although the difference was not significant. With respect to public transport, conversely non-downshiffters showed higher means than downshiffters (3.06 versus 2.93).



	Voluntary downshiffters N=461			Involuntary N=280			
	Mean	SD	N	Mean	SD	N	P-value
<b>A Purchasing</b>							
1 Buy fair trade	3.17	0.808	459	3	0.801	277	.01
2 Buy green	3.43	0.751	460	3.4	0.718	278	n.s.
3 Buy second hand	3.34	0.831	460	3.26	0.89	277	n.s.
4 Dumpster diving	2.12	1.039	460	2.03	0.987	278	n.s.
5 Buy at local stores	2.74	1.042	460	2.67	1.072	277	n.s.
6 Ignore advertisements	3.45	1.382	457	3.22	1.442	278	.04
<b>B Food</b>							
7 Eat organic food	3.17	0.995	460	3.07	1.033	278	n.s.
8 Eat meat	3.15	1.075	460	3.14	1.125	277	n.s.
9 Cook from scratch	4.35	0.638	460	4.38	0.652	277	n.s.
10 Eat local food	3.44	0.951	457	3.49	0.963	276	n.s.
11 Eat fish	3.18	0.915	460	3.19	0.916	278	n.s.
<b>C Leisure</b>							
12 Watch television	3.27	0.869	460	3.36	0.925	276	n.s.
13 Read	3.98	0.524	460	4.01	0.579	278	n.s.
14 Exercise/sport	2.81	1.077	459	2.73	1.055	277	n.s.
15 Walk and bike	3.76	0.84	460	3.83	0.807	277	n.s.
16 Meditate or pray	2.53	1.199	459	2.63	1.261	277	0.3
17 Shop	2.69	0.706	460	2.83	0.811	278	.01
18 Personal growth	3.41	0.89	456	3.52	0.893	275	n.s.
19 Social contact	3.68	0.64	460	3.68	0.727	278	n.s.
20 Go out	2.59	0.725	460	2.53	0.791	278	n.s.
21 Travel	2.75	0.779	459	2.64	0.828	278	n.s.
22 Garden	2.96	1.193	458	3.06	1.208	278	n.s.
<b>D Environment</b>							
23 Recycle	4.68	0.619	459	4.64	0.716	278	n.s.
24 Compost	2.42	1.676	459	2.24	1.595	277	n.s.
25 Limit energy use	4.33	0.683	459	4.34	0.655	277	n.s.
26 Give second hand shop	4.12	1.095	459	4.2	1.02	278	n.s.
27 Compensate CO2	2.72	2.197	459	2.94	2.267	277	n.s.
<b>E Do-it-yourself</b>							
28 Sewing	1.95	1.088	461	1.98	1.173	280	n.s.
29 Grow vegetables	2.18	1.306	460	2.08	1.406	280	n.s.
30 Do home maintenance	3.56	1.089	461	3.42	1.125	279	n.s.
<b>F Mobility</b>							
31 Car use	2.93	1.139	460	2.96	1.206	279	n.s.
32 Public transport	2.91	1.072	461	2.95	1.066	279	n.s.
33 Biking	3.93	0.992	460	3.96	1.012	278	n.s.
34 Plane	1.85	0.825	461	1.85	0.792	280	n.s.

Table 3: Consumption practices (voluntary versus involuntary downshiffters)\*

\* Answers were provided on a 5-point scale. Scale means were subsequently calculated and 400 compared. Multiple testing correction was applied using the Bonferroni correction.



	Non-downshiffters N=265			Downshiffters N=741			
	Mean	SD	N	Mean	SD	N	P-value
<b>A Purchasing</b>							
1 Buy fair trade	3.21	0.784	264	3.1	0.809	736	n.s.
2 Buy green	3.47	0.77	264	3.42	0.738	738	n.s.
3 Buy second hand	3.22	0.86	264	3.31	0.854	737	n.s.
4 Dumpster dive	2.04	1.066	263	2.09	1.02	738	n.s.
5 Buy at local stores	2.77	0.984	264	2.71	1.053	737	n.s.
6 Ignore advertisements	3.57	1.377	264	3.36	1.408	735	.04
<b>B Food</b>							
7 Eat organic food	3.33	1.019	263	3.13	1.01	738	.01
8 Eat meat	3.1	1.136	264	3.15	1.094	737	n.s.
9 Cook from scratch	4.37	0.628	263	4.36	0.643	737	n.s.
10 Eat local food	3.32	0.936	263	3.46	0.955	733	n.s.
11 Eat fish	2.94	0.91	264	3.18	0.914	738	.00
<b>C Leisure</b>							
12 Watch television	3.27	0.786	264	3.3	0.891	736	n.s.
13 Read	3.94	0.622	265	3.99	0.545	738	n.s.
14 Exercise/sport	2.91	1.137	263	2.78	1.069	736	n.s.
15 Walk and bike	3.85	0.685	265	3.79	0.828	737	n.s.
16 Meditate or pray	2.55	1.226	264	2.57	1.223	736	n.s.
17 Shop	2.7	0.695	265	2.74	0.75	738	n.s.
18 Personal growth	3.23	0.992	261	3.45	0.892	731	.00
19 Social contact	3.66	0.652	264	3.68	0.674	738	n.s.
20 Go out	2.64	0.738	264	2.57	0.751	738	n.s.
21 Travel	2.88	0.777	263	2.71	0.799	737	.00
22 Garden	3.11	1.124	263	3	1.199	736	n.s.
<b>D Environment</b>							
23 Recycle	4.75	0.521	265	4.67	0.657	737	.05
24 Compost	2.54	1.672	265	2.35	1.647	736	n.s.
25 Limit energy use	4.2	0.72	265	4.34	0.672	736	.01
26 Give second hand shop	4.14	1.009	265	4.15	1.067	737	n.s.
27 Compensate for CO2	2.92	2.236	264	2.8	2.225	736	n.s.
<b>E Do-it-yourself</b>							
28 Sewing	1.87	1.037	265	1.96	1.12	741	n.s.
29 Grow vegetables	2.18	1.324	265	2.14	1.345	740	n.s.
30 Do home maintenance	3.35	1.019	265	3.51	1.104	740	.04
<b>F Mobility</b>							
31 Car use	2.79	1.15	264	2.94	1.164	739	n.s.
32 Public transport	3.06	1.084	265	2.93	1.069	740	n.s.
33 Biking	4.18	0.853	265	3.94	0.999	738	.00
34 Plane	1.92	0.759	265	1.85	0.812	741	n.s.

Table 4 Consumption practices (non-downshiffters versus downshiffters)\*

\* Answers were provided on a 5-point scale. Scale means were subsequently calculated and compared. Multiple testing correction was applied using the Bonferroni correction.



### **More remarkable results**

- With respect to energy use and fish consumption there are remarkable differences between the scores of downshifTERS and non-downshifTERS, the more since the sample includes the readers of the magazine *Genoeg*.
- Further downshifTERS practiced activities related to personal growth and home maintenance more often than non-downshifTERS.
- Voluntary downshifTERS reported ignoring advertising more often than involuntary downshifTERS and buying fair trade products more frequently than involuntary downshifTERS. Voluntary downshifTERS also reported shopping less frequently than involuntary downshifTERS.
- On the other hand non-downshifTERS reported eating more organic food than downshifTERS. They also reported ignoring advertisements more often. Further, they were traveling more often as the results showed that they bike more frequently than downshifTERS.

Rounding up, we may conclude that downshifTERS exhibit a more sustainable lifestyle than non-downshifter although downshifTERS and non-downshifTERS scored fairly high on all practices indicative of sustainable behaviour.

### **3. Positive and negative experiences with downshifting**

For the first time ever consumers were asked which positive experiences they had with living with less. Participant reports resulted in the categorization of nine positive and eight negative experiences (see Table 5). Below, we first explain these categorizations and then compare voluntary and involuntary downshifTERS' scores: a) Three categories concern both positive and negative experiences; b) Six categories are specifically positive; and c) Five categories are specifically negative.



#### **a) Categories of both positive and negative experiences**

The category challenge included the concept that the task of making ends meet is perceived as a sport or game. Downshifting thus is seen to have a competitive element in which downshifter attempt to adjust expenses and consumption patterns to the new financial standard. This experience was described by respondents as a 'sport' or 'game'. The experience can be labeled as positive (a sport as in a special task assignment that has to be overcome and that provides a stimulating experience encouraging respondents to achieve). The challenge can also be viewed as a negative experience. In this case, the task of making ends meet is experienced as too onerous or too difficult or even impossible. Respondents mentioned, for example, that the involuntariness of spending reductions makes it difficult to adjust their expenses to the new consumption standard.

Budgeting denotes explicit financial planning. The term includes the inventory of financial means, the preparation of an overview and the calculation of a budget. Budgeting may be experienced as positive or negative, depending on the person's ability to succeed in this, for most respondents, new task.

The category psychological effect refers to the emotional and psychological consequences of living with less. It has two dimensions as respondents reported both positive and negative psychological experiences. The positive consequences included increased self-esteem, confidence, pride, independence and an increased sense of autonomy. Additional positive consequences were the strengthening of one's personality and increased self-knowledge. Negative psychological experiences reported included feelings of stress, worry and guilt, especially toward one's children. Feelings of being a personal failure or being deficient and low self-esteem were also reported.



## **b) Categories of positive experiences**

The category financial effect denotes the results and outcomes of living with less such as increased savings, debt reduction and the possibility of being able to afford special purchases or support one's children's education.

Personal growth denotes the knowledge and skills gained during the process of living with less. Respondents mentioned that they became more creative because of downshifting and developed particular skills or gained particular knowledge.

The category Post-materialism denotes the acquisition of a changed attitude toward money and material possessions. As a positive experience, it puts the importance of material possessions into perspective and respondents reported that they became less attached to material possessions while, at the same time, placing increased value on what they already owned.

The social effect refers to the strengthening of social ties such as family relationships and friendships. This category also includes reports of changes in social contacts because of living with less, such as meeting new soul mates and ending other relationships.

Quality of life represents having an increased appreciation of life and is analogous with reports of less fatigue, less stress, more free time and/or having a more adventurous life. It also includes reports of improved health and better physical condition resulting from less stress and/or better food.

Better citizen refers to all positive evaluations of living with less that impact the world. For example, respondents mentioned that spending their money more consciously has allowed them to positively contribute to the environment and/or made them more compassionate toward the underprivileged. This category is also connected to greater engagement with issues of poverty, pollution and global concerns, and includes a critical awareness of the social pressures of consumerism.



### **c) Categories of negative experiences**

In the responses to the question on negative experiences, a substantial number concerned familial relationships within the immediate family such as with a partner, children and other close family members. Respondents mentioned discussing expenses with their relatives and being met with protest, critique and arguments. With regard to the nature and the intimate character of the bonds, this specific type of social effect was identified as a separate category and distinguished from the category 'social effect' in the list of positive experiences.

The category poverty includes all direct reports of poverty as well as more descriptive reports such as 'too little money to cope', and 'unable to buy essentials'.

Sacrifice includes reports of material or immaterial items that are no longer affordable, as well as activities which are considered to be too costly and therefore forsaken.

The category criticism/incomprehension includes the comments and lack of understanding that respondents reported receiving from their social environment. The intensity of negative reactions varied from slightly negative surprise to severe forms of disapproval or ridicule.

Isolation includes the experience of becoming a social outsider as a result of the decision to downshift or the inability to invest in social obligations (e.g. gifts) and social activities such as parties, going out with friends or colleagues, and so on.



	Voluntary		Involuntary		
<b>Positive experiences</b>	N	%	N	%	P-value
Challenge/process	43	9	28	10	n.s.
Budgeting	73	16	41	15	n.s.
Financial effect	121	26	34	12	.00
Personal growth	63	14	33	12	n.s.
Psychological effect	135	29	63	23	.04
Post-materialism	169	37	119	43	n.s.
Social effect	42	9	21	8	n.s.
Quality of life	121	26	46	16	.00
Better citizen	97	21	27	10	.00
Not applicable/no positive	63	14	73	26	.00
<b>Negative experiences</b>					
Challenge/process	49	11	46	16	.02
Budgeting	32	7	30	11	n.s.
Psychological effect	53	12	44	16	n.s.
Family problems	29	6	19	7	n.s.
Poverty**	6	1	8	3	--
Sacrifice	60	13	54	19	.02
Incomprehension/critics	79	17	19	7	.00
Isolation **	9	2	13	5	--
Not applicable/no negative	242	53	130	46	n.s.

*Table 5 Positive and negative experiences \**

\* The list of positive and negative experiences resulted from a categorization of the responses to two open-ended questions to which participants could provide a maximum of three answers.

\* \* numbers were too small for testing

### **Some remarkable results**

The experiences of voluntary and of involuntary downshifTERS show noteworthy differences (Table 5; Figures 1 and 2).

- The most apparent finding is that involuntary downshifTERS reported higher scores for all negative experiences, except for the category incomprehension/criticism. Voluntary downshifTERS reported higher scores for all positive experiences.
- When we consider the nature of the experience - positive or negative - the following



finding is of note: In the range of negative experiences, almost half of the involuntary downshifters (46%) and over half of the voluntary downshifters (53%) reported having no negative experiences or non response.

- The negative experience that scored the highest among voluntary downshifters concerned the category incomprehension/criticism (17%). Participants reported that they were confronted with critique and negative judgment from their social environment.
- Involuntary downshifter scores were significantly higher in two categories: sacrifice (19%) and challenge (16%). Also the category psychological effect (16%) showed higher scores, although not significantly. Respondents reported that trying to cope with less money was a difficult task.
- With regard to positive experiences, the highest scores among both the voluntary and involuntary downshifters were reported in the categories 'post-materialism' and 'psychological effect'. About 40% of involuntary (43%) and voluntary downshifters (37%) reported that they valued material possessions and money differently than before.
- Also, a positive psychological and emotional effect was reported by 29% of voluntary and 23% of involuntary downshifters. This was described as feeling independent and autonomous and feeling good about the fact that they now could master their finances.
- Increased quality of life (26% of voluntary downshifters) was also reported to be connected with pleasure derived from engaging in new activities as a result of living with less money. Respondents described their new lifestyle as more creative and adventurous. They reported doing nicer things such as going on sporting holidays, going for nature walks and picking fruit and mushrooms. In addition, the discovery of unexpected talents (e.g. gardening, cooking, do-it-yourself projects) contributed to the quality of life experience. Also, one fifth of the voluntary downshifters reported a change in attitude and



a new commitment to society and the world, which we labeled as being a better citizen.

Lastly, respondents reported that they had become more generous and more committed to the environment and/or the eradication of world poverty.

Rounding up, we may conclude that involuntary downshifTERS reported more negative experiences than voluntary downshifTERS, except for the category ‘postmaterialism’ which was selected more often by involuntary downshifTERS. In general, it was shown that voluntary downshifTERS reported more positive experiences. An exception to this finding was that they selected the negative experience ‘incomprehension/critics’ more frequently than involuntary downshifTERS. These results suggest that voluntary downshifTERS experience more negative social reactions and more positive individual effects.

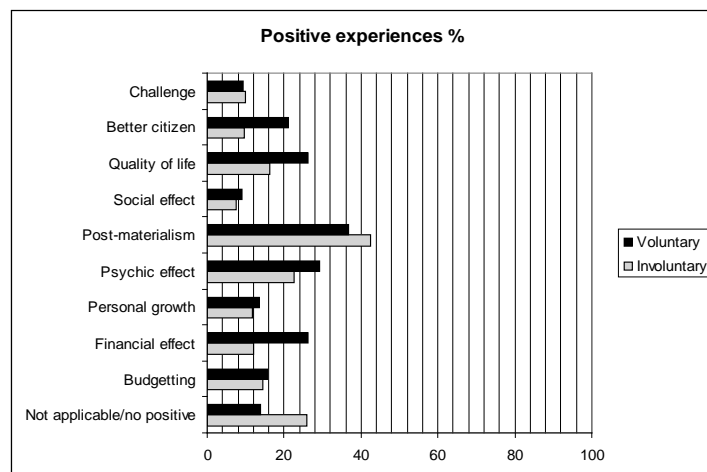


Figure 1: Positive experiences



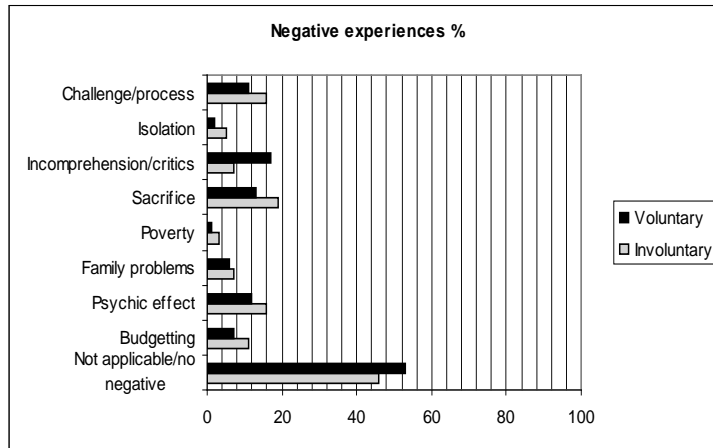


Figure 2: Negative experiences

#### 4. Lesson learned

What opportunities does downshifting offer and to what extent can downshifting be defined as a sustainable lifestyle? Using the Dutch triple Gs we will now discuss results pertaining to:

a) Financial behaviour; b) Eco-friendly behaviour; c) Personal wellbeing and happiness.

##### a) Financial behaviour

Downshifters tend to be conscious, careful spenders as revealed by their scores on the Frugality scale and by their responses to the list of consumption expenditures. Their product use and their buying behaviour are frugal and restrained, and budgeting is generally perceived as one of many positive experiences associated with downshifting. Downshifters seek to increase their savings and pay off their debts. This may be interpreted as an indication of sound financial management. Studies in other countries show that the wise stewardship of resources is a common trait among downshifters (Schor 1998; Breakspear & Hamilton 2004; Huneke 2005). However, this is not the explicit goal but rather a means - a deliberately chosen strategy to serve other goals.

Similarly, we found that downshifters seek to maintain their lifestyle by ignoring advertisements and strengthening their own convictions. This attitude may function as a protective measure to



counter marketing stimuli for impulse buying. Moreover, it may protect downshiffters from the criticism that particularly voluntary downshiffters receive from their social environment.

#### **b) Eco-friendly behaviour**

Our study showed various indications of eco-friendly behaviour among downshiffters. First, downshiffters reported handling their possessions consciously and carefully. Overall, they recycle glass and other materials, take good care of their possessions, avoid waste and resourcefully use their possessions. Additionally, downshiffters used significantly less energy than the non-downshiffters in our study. This is an interesting finding as Genoeg readers are likely to be already more committed to reducing energy consumption than the general population in the Netherlands. As such, downshiffters consistently met the standards for eco-friendly behaviour that seeks to reduce, re-use and recycle. When it comes to eco-friendly food consumption and mobility, the picture is less evident. Although downshiffters consume local food products and fish more frequently, they consume significantly less organic food than non-downshiffters. Additionally, downshiffters did use the car slightly more and the bike significantly less than non-downshiffters. These mixed results correspond with the results of previous studies that have linked downshifting to eco-friendliness (Breakspear & Hamilton 2004; Jackson 2009; Huneke 2005).

#### **c) Personal wellbeing and happiness**

Unlike other studies on the subject of downshifting, our study did not specifically explore the emotions or judgments downshiffters express about their way of life. However, given our results, we can conclude that downshifting may increase quality of life and therefore contribute to feelings of personal wellbeing and happiness. This is plausible, especially given the fact that downshiffters reported a broad range of positive experiences. This is particularly the case for voluntary downshiffters, although involuntary downshiffters as well reported positive experiences such as stress reduction and improved psychological outlook. We can also assume that the reported



increase in activities in the sphere of personal growth promotes personal wellbeing and contributes to a better quality of life. Yet, the results of previous studies found a more direct association between downshifting and increased quality of life and satisfaction with the lifestyle change (Breakspear & Hamilton 2004). As Breakspear and Hamilton reported: 'The only regret shared by downshifters was that they had not done it sooner.' Conversely, our detailed overview of negative experiences paints a more nuanced picture of wellbeing and happiness. In particular, criticism from one's social environment as well as the financial difficulties connected to trying to make ends meet seem to color the downshifting experience.

In short, it can be concluded that downshifting can contribute to sustainability as this way of life fundamentally resonates with the three pillars of the Dutch triple Gs of a sustainable lifestyle. Downshifters tend to practice the re-use, reduce and recycle mantra of eco-friendly behaviour and they are careful, resourceful spenders that find other values more important than those provided by materialism and consumerism. It seems these positive experiences can also strengthen their attitude. Despite this, downshifters appear not to be primarily motivated by environmental or ecological concerns but rather by a desire to improve their quality of life or their financial situation. This conclusion is affirmed by the results of previous studies conducted in Australia and the USA, where low numbers of downshifters reported a fundamental desire for a post-materialistic or eco-friendly lifestyle as their basic motivation for downshifting.

Concluding, downshifting can contribute to sustainability as this way of life resonates with the three pillars of the Dutch triple Gs model of sustainable consumer behaviour. Although the motivation for downshifting appears to be rather personally than environmentally driven, the outcome of downshifting could be ecofriendly. It was found that interest for the environment could very well coincide with financial or personal interests. Also the idea that downshifters primarily seek an improvement of quality of life beyond materialism and consumerism may be useful to



promote sustainability. It can inspire to define new – less material – dimensions of sustainability and strengthen as well social and economic conditions of a sustainable lifestyle, besides the current focus on environment.

In sum, we contend that living with less can promote sustainability either directly through reduced consumption or indirectly through a more fundamental transformation of lifestyle. The following general prospects for sustainability have been identified:

1. In our time, frugality still is a vital cultural feature and a guiding principle for consumer behaviour and practices. This finding resonates with the reported cultural change towards a less materialistic way of life and indicates broader support for reduction than was previously assumed.
2. Living with less may indeed contribute to a better quality of life. Positive experiences with downshifting contradict the popular belief that spending less or a decrease in income is a purely negative event.
3. The Dutch triple Gs of a sustainable lifestyle can supply the parameters for measuring the sustainability of downshifting.

## **II PROMOTING SUSTAINABLE LIVING**

Creating policy to promote sustainable living is very complex. As the study of Dutch downshifters demonstrated, the transformation of consumer behaviour is a multidimensional process. It is influenced by the social context, habits, attitudes, beliefs, self perceptions, consumption infrastructure, advertising, marketing and personal characteristics, as well macro-level determinant such as politics, economics and cultural traditions. However, despite the challenges, the study also offered concrete indications for consumer behavioral change.

Moreover, the sense of urgency for change appears to be greater than ever before. Measures to counter the impact of climate change are broadly supported by governments and the public. As well, the economic crisis is a condition for change. Larger numbers of involuntary downshifters are



created as the economic downturn decreases incomes. Notwithstanding the personal tragedies that are associated with a loss of income or savings, the economic crisis may create opportunities for redirection towards social and economic sustainability. A promising example is the proliferation of sustainable banks in the Netherlands such as Triodos Bank and ASN. Private savings are increasing, as is public interest in energy and carbon reduction measures. The combination of supportive political measures such as the ambitious EU 2020 strategies for education, job innovation and the environment and large scale sustainable production initiatives have created an excellent environment for change which, in turn, creates possibilities for accelerated sustainable social development.

But large-scale behavioural change is only possible if a variety of measures is undertaken simultaneously. This requires a concerted strategy (Jackson 2005) that will not only increase the value and effectiveness of the sub-strategies, as they are reinforced by the other initiatives, but have a strong synergetic effect as well.

It is impossible to provide a complete blueprint for such a strategy in this concluding section. However, an effective concerted strategy should meet the following four conditions.

a) Dutch Triple G model as guiding principle

Sustainable behaviour requires far more than the consumption of eco-friendly products. We propose that sustainable behaviour is the joint outcome of the three pillars of the Triple G model: money (geld), eco-friendliness (groen), health/well-being (gezondheid/welzijn). Therefore, actions should be directed towards this trio of interlinked domains in order to strengthen personal economics, eco-friendliness and well-being. Although there is a broad range of possible actions, we will here address the first pillar of the Triple Gs, namely how to increase sustainable personal finances.



Contrary to the prevailing view, this study indicates that aversion to frugality is not due to a universal law but rather a reaction to specific circumstances. Because of the current financial and economic crisis, circumstances are such that campaigns to stimulate thrift are likely to be successful. Some suggestions include:

- Stimulate knowledge of personal finance and budgeting and provide insight regarding personal spending behaviour.
- Stimulate thrifty behaviour and living within one's means.
- Limit credit facilities and restrict loans for consumer purchases.
- Stimulate sustainable alternatives to buying that are aligned to the principles of reduce, reuse, recycle for sustainable behaviour.
- Simultaneously, promote practices to augment the two other pillars of sustainable behaviour: eco-friendliness and health/wellbeing.

We thus advise providing education and adequate health care, encouraging proper nutrition and promoting social engagement as additional methods to strengthen public health and well-being. Finally, to promote eco-friendly behaviour, current campaigns should be extended with programs to measure and offset individual CO<sub>2</sub> emissions, limit car use for short trips and introduce more measures to reduce household energy consumption. We also recommend green educational programs for children.

## **2) Transform consumption infrastructure**

Radical interventions are needed in the consumption infrastructure in order to make sustainable living easier and more attractive. Currently, environmentally friendly behaviour is often penalized and is literally and figuratively more expensive. For example, the prevailing image of public transport is that it is the second best option. It should be promoted as a high quality experience in terms of comfort, facilities and price. The same holds for food, housing, leisure activities and



clothing. In general, institutions in a mass consumer society encourage individualism and competition instead of communal behaviour and cooperation. For example, the low wages of public sector and health care jobs are subtle signals of their social value (State of the World, 2008). Because governments play an important role in shaping the situational context for sustainable behaviour, we advocate more courageous leadership for social engineering. 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. Further, advertising restrictions, already in place in several European countries, need to be expanded. Particularly, children should be protected against commercial manipulation but adults as well should be protected against unwanted commercials through public media.

### **3) Strengthen existing initiatives**

Numerous consumer/citizen initiatives have been undertaken to promote a sustainable society. A recent example of a very successful initiative is the transition town movement that is rapidly growing worldwide and in the Netherlands as well ([www.transitiontowns.org](http://www.transitiontowns.org)). Other examples of behavioural change initiatives are simplicity-circles, climate clubs and eco-teams of the Global Action Plan, which after a period of inactivity have made a strong come back in Great Britain. These and other similar 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 (Jackson 2005). Successful downshifters and adherents of other eco-friendly lifestyles could become role models making a sustainable lifestyle more acceptable to mainstream society. Or at least their example could provide an effective response to critique of sustainable lifestyles.



#### **4) Brand sustainable living as prestigious**

‘All people today deep down are probably already beginning to consider greater self-restraint as a way of life.’ This statement is not from a spiritual leader’s handbook nor is it derived from an anti-globalist group’s leaflet; it is part of the mission statement of the Japanese department store, MUJI. This business - with prime location stores in major cities of the Western world - accesses the changing attitudes of consumers and embodies it in its product-choice, management and marketing strategy. For MUJI, the Triple P of social responsibility - People, Profit, Planet - is so ubiquitous that it is not specifically mentioned in the mission statement. Meanwhile, the store is explicit about its main characteristic, namely economy.

MUJI could function as an important source of inspiration for branding a sustainable lifestyle. Instead of the existing connotations of sacrifice or the image of a 1950s rerun, a sustainable lifestyle could become a futuristic new brand and could be launched with images of modernity, sophistication and sound financial management. The idea is that the same tools and strategies that marketing used to promote consumerism could now be used to promote sustainable living. We advocate a concerted, professional, multi-annual, segmented, multimedia marketing campaign to increase awareness, create new role models, promote green products and engender behavioural change. In sum, we recommend a new ‘Delta plan’<sup>1</sup> to promote a sustainable lifestyle.

<sup>1</sup> Following the dramatic floods in 1953, the Delta Plan was realized in the Netherlands. Under the Delta Plan ten large dams and three surge barriers were constructed, largely to protect against flooding, reclaim land, store freshwater and improve the waterways (Netcold, 2006).

This approach breaks with traditional campaigns to promote eco-friendly consumption or behaviour as most campaigns - except for the successful Dutch eco-team campaign (Staats et al 2004) - are based on the rational learning model. The assumption that product choice results from rational information seeking still guides many sustainability campaigns, for example the one on product



labeling. Another aim of this approach is to replace the automatic response to a problem whereby we buy the solution with a more sustainable product. We should avoid creating the perception that sustainable living is simply a matter of buying eco-friendly products. Today, sustainability is becoming commoditized and integrated in consumerism. Changes should be made to counter this mentality. It might be more sustainable not to buy at all and use products for longer. A striking new method of changing prevailing attitudes in the Netherlands is the tax on waste for citizens.

As a result of this new incentive, the number of Dutch recycle shops has grown rapidly. So, this measure keeps reusable products out of the landfill and makes good products available at reasonable prices.

### **Concluding**

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 conditions 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.

All in all, we think that today's circumstances are strongly conducive to change consumption behaviour into a more sustainable lifestyle. The results of the study of Dutch downshifTERS could guide the effectiveness of interventions in consumption practices. The aforementioned conditions for a strategy, however, can only be successful if sufficient political motivation and support is present.



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# **THE ROLE OF GOVERNMENTS FOR ENABLING RESPONSIBLE LIVING: THE EXAMPLE OF TURKISH AUTOMOTIVE INDUSTRY**

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## **1. Actors/Enablers of Responsible Living**

Sustaining existence of earth is becoming an emerging issue in most people's agenda. Sustainability is obviously the key word for achieving a livable world for next generations, holding both parties responsible for their actions. Sustainability of resources that enable our being, requires a cooperative approach to environmental issues. Assessment of the roles of these three parties will be handled focusing on government and private sector and individual participation additionally.

### **1.1. The Concept of Responsibility**

Perception of responsibility and responsible agent's (individual or collective) actions has been changing during the course of the progress of historical development in many ways. The change has occurred in many perspectives, especially in terms of perception of ethical actions of responsible agent.

Responsibility can be addressed as the state of agent's action consciousness without being forced or being under the influence of external factors (Cevizci, 1999). Self-determination is the basis for responsible actions (Timuçin, 2004). Agent is responsible for its actions that have impacts on society and others. D. Birnbacher (2000, pp.10-11) argues that responsibility concept consists of two core elements: ex-post responsibility and ex-ante responsibility



Table 1: Differences between ex-post responsibility and ex-ante responsibility

Ex-post responsibility	Ex-ante responsibility
Ascribed to an agent either for some past act or for the consequences of an act (specified action in the past)	Ascribed to an agent for the production of a certain state of affairs (unspecified action that realizes this state of affairs in the future)
For acts of commission and omission	For acts of commission
For the act that is seen bad itself or for some negatively valued consequence of an act	For something appears to be good, something held to be desirable or at the prevention of something held to be undesirable

Source: Birnbacher, 2000, p.10-11

In moral responsibility concept, the agent keeps itself responsible for its own actions. It means that the agent knows its state of subject and is conscious about its actions. Agent has the ability of being accountable for its actions (Akarsu, 1998).

Responsible agent can be both individuals and institutions. Generally speaking it can be implied that the agent is either responsible for its actions and actions' consequences that have occurred in the past and appear to be occur in the future. Responsible agent has free will, is accountable to society and others, and has volunteer actions.

Responsible living covers being conscious about sustainability of resources and it refers to individual action. It means to be able to recode the consuming behaviour from the beginning. As long as the individual lives in the same system with other factors that might effect its actions, enabling responsible living appears to be an discussion point in terms of achieving it in practice.



## **1.2. Green Technology and Alternative Fuel Powered Products in Automotive Sector**

Automotive sector can be defined as a key sector for both developed and developing countries. A powerful automotive sector can be observed as the common denominator of industrialized countries. The main reason behind the crucial importance of this sector is its close relationships with other sectors. Automotive sector is based on other sectors' manufactures basically iron-steel, glass, plastic, textile, electronics and electricity. Besides, it enables other sectors like tourism, agriculture, building etc. to operate efficiently with its production. (ITO Report, 2006, p.4)

On the other hand, automobiles or other road vehicles are important elements of individual transportation, public transportation as well as commercial transportation in most countries. Despite the fact that the road transportation is an accelerator of environmental pollution, automotive ownership appear to be an appealing situation for most people.

According to a review based on the studies that were included in the "Environmental Impacts of Products (EIPRO)" project of the European Union (EU) it's clearly revealed that food, housing and transport sectors dominate virtually all studies as factors responsible for 70% of the contribution of COICOP65 category to energy-related impact indicators (Tukker and Jansen, 2006).

Due to the high fuel prices and the green movements car companies are launching new green technology cars to markets. We can address many types of cars using green technology and alternative fuels.

Hybrids which combines two or more different propulsion systems, typically a gasoline (diesel or other alternative fuels can also be used) engine and one or more electric drive motors. Hybrids get more miles/ km. per gallon than most non-hybrids with low tailpipe emissions. Electric cars produce zero emissions since they're powered by electric motors that run on batteries charged at home, or special electric vehicle charging stations. Extremely efficient new generation electric cars

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<sup>65</sup> Classification of Individual Consumption by Purpose



are developed by manufacturers on the experiences gained from the first generation electric cars. Plug in hybrid cars is another option for green driving. Gasoline-electric hybrid vehicles are recharged from the grid and run many miles on battery power alone. A gas engine functions for additional driving range as needed after the battery power is over. For shorter commutes, plug in hybrids may need only electricity (Greencar). There are many more types of automobiles that allows greener consumption like hydrogen cars with hydrogen fuel cells and cars run by alternative fuels like ethanol or natural gas. The consideration point is how preferable these technologies are for automobile buyers in terms of market conditions, governments' regulations and individual expectations.

#### **1.2.1. Situation in Turkish Automotive Market in Perspectives of Consumers' Preferences, Businesses and Governments**

Turkish automotive sector is one of the most rapid developing sectors of the turkish economy and has become a market in which numerous producers have invested. However, sales of environment friendly cars using alternative kinds of fuels have remained little if any in Turkey. Automotive companies have abstained from bringing the environment friendly models to the foreground taking into account the lack of a sufficient infrastructure and related tax regulation and consequently the absence of the prospect for a profitable business.

Turkey ranks the last with its car ownership rate of 143 per 1000 habitants among the European and OECD countries in 2005 (Apak and Ubay, 2007). Rate of car ownership is increasing day by day. Last year, car sales exploded with the sale of 730.000 passenger cars and commercial vehicles, corresponding to a record in the history of Turkey (Sabah, 2010). Sales campaigns organized bu automotive companies also contributed to achieving that result to a considerable extent.

From the point of view of social responsibility, we observe that, in the aftermath of the World War II, the functions of the state have diminished to a considerable extent against the rapidly growing



private sector. Huge amounts of capital accumulated in the hands of the private sector has turned the latter into a powerful actor in society while the governments were almost exclusively the only actor that ruled the economic life in the past. Governments are no more in a dominant position concerning the social responsibilities overtaken by the relevant individuals and institutions.

Governments mostly have a cooperative and encouraging approach towards social responsibility of the non-governmental institutions. For example, governments in the European Union play a proactive role in inducing state enterprises to pursue their activities taking into account the benefits for the society. Environmental goals are given a high priority in the European Commission's 2020 strategy. According to an announcement that was made by a EU commissioner for industry and entrepreneurship, a communication plan proposal was planned for a European strategy for clean cars with low energy consumption, which would be followed up with a more specific action plan by May 2010 (European Policy Analyst, 2010). EU has clear targets in this respect. Besides, governments in various European countries emphasizes the importance of responsible living and collect the taxes to the extent the cars pollute the environment.

In this framework, turkish government must have a strategic target about the use of green cars, make efforts for popularizing that preference in the society and encourage the private sector in that direction. However the government has so far taken no concrete steps in that direction.

When we consider the facts from the point of view of the consumers, we observe that the decision of the consumers for buying are naturally influenced by the policies of the government and private sector. From a general perspective, it appears that the turkish consumer is focused on comfort and equipment in buying automobiles. Fuel-saving cars appears to be one of the most important criteria in buying cars due to the high fuel prices. Consequently it can't be said that the turkish consumer has a buying pattern based on environmental consciousness. The main concern of the consumer is focused on having a car which unites the element of luxury with the minimum fuel consumption at



an optimum point. For that reason it is hard to make any reference to environmental consciousness in evaluating the preferences of the turkish consumer.

## **2.0. Dilemmas in the Market: Conclusion**

When we have a look at Turkey from the point of view of popularizing the use of cars with low or no CO2 emissions, we observe that the approach of the government and preferences of the consumers are only at a crawling stage. All parties, particularly the government, must develop a sensitive approach for this issue.

It goes without saying the government is responsible in the first place in this regard. The government must take the necessary steps in order to raise an environmental consciousness of the stakeholders and take the necessary measures. It might be the subject of another discussion to explain why the government has so far not taken the necessary measures in this regard. Some of the most important underlying reasons might be the revenues of the government obtained from heavy taxes on fuel oil, lobbying of the fuel oil companies which are concerned about the possible decreases of fuel oil sales and the potential negative impact of fuel-saving cars on the automotive supplier industry. The government must in the first place introduce regulations which fit market conditions, in order to encourage the sales of fuel-saving cars and, in determining its environmental policies, must take into consideration the fact that the rate of car-ownership is increasing with every day, and that, in other words, the rate of environmental pollution is increasing day by day. Market strategies must be based on an environmental strategy that takes the said policies as a departing point. The most important measure to be taken under current conditions is the rearrangement of the taxation system.

In the turkish taxation system, vehicle taxes are collected under two headings, namely Private Consumption Tax (PCT) fixed on the basis of the engine capacity and an annual motor vehicles tax. For example a consumer, who bought a vehicle with an engine power of 1.6 has to pay a PCT of



37 % . This situation makes it difficult for the hybrid vehicles, which have a high engine capacity, to compete in the market. While drawing up the said communique, the government introduced regulations on the rates of PTC according to the kilowatt rates of the engine power, aiming at encouraging the sale of hybrid automobiles in the Turkish market and this has been the first step in that direction. However, it is obvious that this tax incentive is only a measure which is integrated into the existing taxation system. Automobiles are subject to taxation not according to the rate of environmental pollution they produce but according to their engine power. Taxation system must be subjected to a total revision in order to be able to take environment friendly measures within the framework of the sustainability of resources.

Secondly, what is to be done is to create an awareness of the consumers about the importance of the use of hybrid cars. Public awareness about the protection of environment and sustainability of resources must be raised within the framework of a systematic campaign organized with the support of non-governmental organizations, taking into consideration the sensibility of the consumer, and the attention of the consumer must be attracted towards the vehicles with green technologies.

A third point is related to providing and extending the technical infrastructure. The government must support the establishment and extending of stations suitable for cars working with hybrid, electrical or alternative, environment friendly fuels just as it is the case with fuel-oil stations.

When we have a look at the facts from the perspective of the private sector, we see that many car producers in Turkey have developed green models which they already sell in the world markets but have not introduced into the Turkish market because of the unfavorable conditions. Green cars produced by almost all producers were exhibited in the Auto Show organized in Istanbul last year. It is obvious that the private sector is ready in terms of product infrastructure and that there are no legal obstacles against the sale of such automobiles. However the concern of the producers in the



sector about the not sufficiently favorable approach of the government, which induces them to believe that the sales will not reach satisfactory levels, retains them from allocating a marketing budget for such vehicles. However, even if it is of utmost importance that the government assumes a pioneering role in popularizing the use of environment friendly vehicles, it would be of no use at all, unless other stakeholders participate in the process. Private sector must allocate a special place for the promotion of environment friendly models in its marketing budgets, include environment friendly discourse and practices as an important aspect of its institutional social responsibilities and play an active role by cooperating with the government in order to raise the social awareness on environmental issues.

When we look at the facts from the consumer point of view we may say that the consumers are dependent on other social actors regarding the reduction of energy consumption in transportation within the framework of responsible living. The explosion of car sales in the recent past shows that the popularity of individual car ownership still continues. The fact that the consumers, who have been distressed under the high fuel oil prices have tended towards vehicles with lower fuel consumption might be an opportunity for the environment friendly car models to get firmly established in the market.

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### 5.3. National Perspectives on a Global Issue



# **TOWARDS THE TRANSITION TO ‘GREEN ECONOMY’ IN LATVIA: IMPLICATIONS FOR RESPONSIBLE AND SUSTAINABLE LIVING**

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## INTRODUCTION

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.

In this paper, we will make an attempt to explore the issue of 'green economy' and define its role in supporting sustainable/responsible living. In this context, some questions can be raised:

- How can 'green economy' contribute to sustainable/responsible living?
- In what way can we maximize changes in the norms of attitude and behavior of consumers and citizens?

**In our view, these questions can be seen as challenges that we face. The main objectives of the present paper are:**

1. to examine various definitions and approaches to the concept of 'green economy' from a theoretical perspective both at global and local levels;
2. to analyze the current situation in Latvia in the period of transition to 'green economy', in particular the policies and initiatives implemented in the field of renewable energy.

### 1. THE CONCEPT OF 'GREEN ECONOMY'

It should be noted that there are various definitions and approaches to the term 'green economy'<sup>66</sup>. It is a new term used in international policy and economy to meet challenges of modern life. A detailed analysis of the concept of a 'green economy' and its various dimensions is given by Michael Jacobs (See Jacobs 1991). 'Green economy' can be defined as an economy or economic development model based on sustainable development and knowledge of ecological economics. Within United Nations Environmental Program (UNEP), a 'green economy' is defined as the

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<sup>66</sup> [www.researchingthegreeneconomy.com](http://www.researchingthegreeneconomy.com)



economy that results in improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities. This definition has been worked out in the context of Green Economy Initiative (GEI) incorporating several elements aimed at providing a macroeconomic analysis of policy reforms and investments in ‘green’ sectors. Within UNEP GEI covers 3 sets of activities including a Green Economy Report. 67

Overall, as Karl Burkart points out a ‘green economy’ is based on 6 main sectors:

- Renewable energy (e.g., solar, wind, geothermal energy, etc.);
- ‘Green’ buildings (e.g., green retrofits for energy and water efficiency, residential and commercial assessment, green products and materials, etc.);
- Clean transportation (e.g., alternative fuels, public transit, hybrid and electric vehicles, etc.);
- Water management (e.g., water reclamation, grey water and rainwater systems, low-water landscaping, etc.);
- Waste management (e.g., recycling, municipal solid waste salvage, brown field land, etc.);
- Land management (e.g., organic agriculture, habitat conservation and restoration, urban forestry and parks, etc.).

## **2. RENEWABLE ENERGY SOURCES: CURRENT SITUATION IN LATVIA**

In Latvia, a ‘green economy’ is in its infancy. However, the country is currently making first steps towards a sustainable economic growth. It is vital to analyze and seek new opportunities for the development of Latvian economy both at a domestic level and in the context of the European global economy.

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<http://www.unep.org/greeneconomy>



It is worth noting that the energy sector is the basis for the rest of the economy and is closely connected with environmental and social issues. In recent years, we witnessed an interest in 'green issues' (e.g., renewable energy, climate control, decreasing the emission, recycling, etc.). Latvia has rather scarce energy resources. Only 35 per cent of energy is generated in the country while 65 per cent of energy resources are imported. A structure of energy user in Latvia is characterized by high energy consumption in transport, households, public and service sectors compared with relative low consumption in rural and industrial sectors. "Efficient energy use (EEU) and management of efficient energy use (MEEU) should be core elements of efficient energy policy" (Zvanītājs, Denina 2008:150). Economic efficiency is an economic term that is used to denote conditions creating the biggest possible profit with the smallest possible costs (Laaniste 2006:74-80). It is worth noting that there is no consensus in approaches to the definition of the term but the idea of comparing inputs with outcomes is the basis of the concept.

The promotion of the use of renewable (alternative) energy sources are among the priorities of energy policy in Baltic States (Latvia, Lithuania and Estonia). A wider use of renewable energy can make a valuable contribution to diversification of energy supply and increase its efficiency in order to meet greenhouse gas (GHG) emission reduction targets. Moreover, it can contribute to sustainable development. This means the use of energy resources at a rate that does not compromise the natural environment or the ability of future generations to meet their own needs.

In the framework of the accession agreement with the EU Latvia, Lithuania and Estonia have verified their targets to increase the share of electricity produced from renewable energy sources (RES-E) by 2010 - 2011. The statistical data show that Latvia has the objective to increase RES –E from 4.2 % to 4.9 % whereas Lithuania - from 3.3% to 7% and Estonia - from 0.2 % to 5.1%. A



perspective energy balance of Latvia for 2020 - 2030 has been worked out with MARKAL model<sup>68</sup> focusing on the increase of utilization of renewable energy GHG emissions.

## **2.1 Development of Wind Energy in the Baltic Sea Region: Latvia as a Case Study**

There are different types of renewable (alternative) energies: wind power plants (wind towers, wind turbines), solar power, water and wave power, biomass, geothematic energy, tidal energy, etc. In this paper, we will endeavour to focus on wind power as one of the main renewable energy sources, in particular on wind power plants (WPP).

It is commonly assumed that wind energy has advantages and disadvantages.

The advantages of wind energy are:

- Wind energy is a renewable resource;
- Wind energy is cheap;
- Wind energy replaces electricity from coal-fired power plants and thus reduces GHG emissions;
- Wind energy is available worldwide;

The disadvantages of wind energy are:

- Wind provides irregular power supply;
- The wind doesn't blow with the same power everywhere all over the world. Wind maps are needed to identify the optimal dislocation;
- The initial cost of wind turbines installation is high;
- Keeping in view the type of wind turbine, noise may have a negative impact on the neighbourhood;
- Wind turbines may disrupt a local landscape.

It should be noted that the list of pros and cons is open.

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<sup>68</sup> <http://www.econ.kuleuven.be/ete/research/models>



From a historical perspective, wind machines were used in Persia as early as 200 B.C.

In Western Europe the first windmills appeared in 1270s. In the United States the first windmill for electricity production was built in Cleveland, Ohio by Charles F. Brush in 1888 and in 1908 there were 72 wind-driven electric generators from 5 kW to 25 kW.

Currently, wind power plants are used all over the world. Wind power plants are often used as independent installations in the absence of centralized power supply, whereas alternatively they are designed to reduce the cost of electric energy. In such case the self-produced energy is mostly used in windy days while the centralized power supply is used when there is no wind. There is a demand for low-power WPPs in Latvia as well, since a lot of cooperatives farms and suburban summer cottages are located far away from transmission lines. It is obvious that many consumers are interested in cheaper electric energy. This creates a motivation to search for the ways of reducing the cost of producing WPPs and to improve their reliability. One of the ways of obtaining such result is the simplification of the design, improvement of reliability and reduction of the maintenance cost for wind generators.

In Latvia, a list of main wind power plants that have been implemented includes:

- Ainazhi (1200 kW, 2 turbines);
- Baltovent ( located near Aizpute, 600 kW);
- BK Energiya ( located near Liepaja, 1800 kW);
- Grobina (9600 kW, 16 turbines);
- Impact ( located near Venstpils, 1000 kW);
- Leci (2 turbines);
- Liepaja (2000 kW, 1 turbine).

Let us analyse the situation with wind power plants in Estonia. For example, the first wind turbine (3 x 600 MW) was built in Virtsu and the restoration of the present biggest hydro plant (1.1 MW)



was completed in Linnamäe. In 2003, one 250 kW wind turbine was connected to the grid. In 2005, 25 kW wind turbine were built. Additional wind turbines are under construction (Liik 2006: 158).

Statistical data on some key indicators of energy resources in Latvia worked out by the Central Statistical Bureau of Latvia are presented below (See Tab.: #1)<sup>69</sup>.

Tab. #:1

Electricity Production, Imports, Exports and Consumption (Mln. kWh)

Year/ month	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XI
2009												
Total Gross Electricity Production	371	467	481	802	360	383	228	217	185	569	755	737
Hydro Power Plants (HPP)	137	173	252	755	270	231	140	137	90	394	517	364
Combined Heat and Power Plants (CHP)	229	292	226	44	86	148	85	76	90	170	232	369
Wind Turbines	5	2	3	3	4	4	3	4	5	5	6	4
Total Net Electricity Production	347	444	460	795	353	374	222	212	180	555	737	714
Imports	497	345	367	251	402	403	420	447	436	355	161	175
Exports	122	150	184	493	241	295	133	138	86	293	273	197
Available for the Internal Market	722	639	643	553	514	482	509	521	530	617	625	692
2010												
Total Gross Electricity Production	759	567	716	995	588	406	244	340	337	424	605	631
Hydro Power Plants (HPP)	244	122	338	938	525	307	154	95	172	136	302	184
Combined Heat and Power Plants (CHP)	511	442	372	54	60	96	88	242	160	283	298	442
Wind Turbines	4	3	6	3	3	3	2	3	5	5	5	5
Total Net Electricity Production	732	544	693	988	582	400	236	329	328	407	584	603
Imports	213	237	194	138	211	331	483	430	446	421	365	504
Exports	192	140	234	556	256	230	177	214	225	202	309	366
Available for the Internal Market	753	641	653	570	537	501	542	545	549	626	640	741

As can be seen, the share of wind turbines in electricity production is small. It should be noted that according to the Central Statistical Bureau of Latvia statistical data on renewable energy resources

<sup>69</sup> <http://www.csb.gov.lv/en/statistikas-temas/energy-key-indicators-30736.html>



will be published 1 September 2011 (ibid.). This confirms the fact that Latvia is only on the pathway to the use ecologically clean sources of energy.

### **3. NEW INITIATIVES TOWARDS RENEWABLE ENERGY**

New initiatives on the wide use of renewable energies have been developed. For example, another step on the pathway towards the use of renewable energy in Latvia is the planning of offshore wind farms in the Gulf of Riga region. The activities are carried out in the framework of the project ‘The Gulf of Riga as a Resource for Wind Power’ (July 2010 – June 2012)<sup>70</sup>. The project partners are Estonian and Latvian research institutes and funds for nature. It is implemented according to the principles of the European Territorial Cooperation and supports cross-border cooperation between Estonia and Latvia. The project objectives are to provide the decision-makers and potential developers of wind parks in the Gulf of Riga with reliable marine wind data, coastal wind measurements and a number of regional climate models. Wind fields will be complemented with data on habitat areas for seals and wintering, migrating and breeding birds. It is envisaged that dynamic maps of wind energy, ice conditions, migrating birds and seals dating back to 2001 with the prospect for future climate change will be developed. The indicators for spatial planning with regard to public attitude towards the development of wind parks and for the quantity of local plans on renewable energy consumption will be developed and integrated into a decision-making tool. The outputs of the project may contribute to the elaboration of policy-relevant, environmental and socio-economic issues related to the use of renewable energy. Local authorities and people will be actively involved in the process of the selection of appropriate areas for wind parks through sharing their views. However, there are some obstacles for setting up offshore wind parks. A lot of consumers and citizens are rather conservative and sceptical concerning setting up offshore wind

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<sup>70</sup> <http://www.ieeeexplore.ieee.org>



parks. Rough ice conditions in the Gulf of Riga can present a threat for the construction and operation of offshore wind parks. The Gulf of Riga is an important habitat area for marine mammals and birds. They may suffer from the operational activity of wind parks. In addition, people are afraid that their standards of living may decrease.

Also, 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 assume that there is an interface between efficient energy use and sustainable /responsible living both at global and local levels. The implementation of effective energy policy stimulating efficient energy use can contribute to sustainable/responsible living. Renewable energies play an important role in future. Indeed, alternative energy exploits resources that are abundant. Thus, there is no danger of them disappearing as compared with traditional energy sources. Moreover, renewable energies do not produce greenhouse gas emissions that can pollute the environment and cause health problems. Eventually this can improve and prolong life.

## **CONCLUSION**

Latvia and other Baltic states have entered a period of transition to 'green economy'. Local and regional authorities are currently developing strategies focusing on renewable energy and energy efficiency. They are aimed at reducing energy consumption and carbon emissions.

Consumers and citizens need awareness and desire to adapt to new lifestyles in order to improve the quality of life. For this purpose, it is important to inform people about the issue both at local and global levels through a large information campaign, different types of advertising, etc.



In order to ensure a positive change in the norms of attitude and behavior of consumers and citizens it is essential to eliminate old stereotypes and stigmas. Small individual actions may be not sufficient. It is crucial to make a collective effort. Different sectors such as government at various levels, business civil societies should cooperate or push each other to ensure a sustainable future. Behavioral changes may be ensured via legislation, a system of taxes, pricing policy, etc. 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 sustainable and responsible living.

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**THE NETWORK OF ENERGY AGENCIES IN BULGARIA: NGO  
APPROACHES TO PROMOTING ENERGY EFFICIENCY THROUGH BEST  
PRACTICES AND TEACHING**

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## **1. INTRODUCTION**

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 have been 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.

This paper deals 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 (further cited as EAP) which was established more than ten years ago under a EU project and since then has realized more than 30 different projects at the international, national and local level.

While promoting good socially-oriented business practices aimed at the collaboration between the different stakeholders (state, municipalities, business companies, academic circles and social and civil society NGOs) the EAP has always had young people at the center of its attention with significant efforts being made to develop energy efficiency and environmental education as a major element at the educational agenda at Bulgarian schools. Thus a case study will be made in this paper to present one such project in the framework of the conference agenda.



## **2. THE ENERGY AGENCY OF PLOVDIV**

The EAP, Bulgaria is the first energy management agency established in Bulgaria under the SAVE II program of the European Commission (EC). It is now one of the few such agencies established in Central and Eastern Europe following the decision of the EC in 1999 to expand the program to our region of Europe. The EC and others have considered EAP a huge success in the country and in the region since its inception in 2000. EAP is continuing its activities promoting energy efficiency and clean energies as well as identifying and developing new energy projects. Energy Efficiency (EE) is a new concept in Bulgaria; supply side issues used to be the main topic for discussion on the national agenda. A success was shifting the focus to the demand side of energy, bringing attention to energy consumption issues within the community and providing practical ways for individuals, communities and businesses to improve the energy management there where it matters – at the grassroots.

### **The main goals of EAP include:**

- Promotion of energy efficiency at the local and regional level;
- providing energy efficiency and RES comprehensive information, education, advocacy and lobbying;
- raising public awareness of the connection between energy efficiency and climate protection;
- promotion of programs, institutions and investments that favor sustainable energy development, including renewable energy sources;
- identifying and realizing bankable demonstration energy efficiency and Renewable Energy Sources (RES) projects;
- encouragement of international cooperation, with a focus on financing and market penetration;



- • enhancement of Bulgarian participation in the European integration process.

**To achieve this EAP provides main services such as follows:**

- performing energy-conservation audits for factories and buildings;
- developing local/regional sustainable energy plans;
- provide expertise in sustainable transport, including mobility management and carpooling;
- identifying and developing energy-saving and renewable energies projects;
- providing education and training on energy conservation;
- conducting a public information campaigns on energy conservation and clean energies, entailing exhibitions and publicity;
- acting as a source of information on energy conservation, which involves the creation and maintenance of databases.

A major focus of EAP's activities has always 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<sup>71</sup>.

### **3. ENVIRONMENTAL EDUCATION IN BULGARIAN SCHOOLS (STANDARDS AND RESOURCES)**

In order to present the EAP's approach to environmental education certain introduction is appropriate to the Bulgarian educational system. That will us outline the concrete case study.

Education in Bulgaria is compulsory between the ages of 7 and 16. The educational system (prior to higher education) comprises of 12 grades, organized in two major levels: basic and secondary. Basic education (grades first through eighth) is subdivided into two sub-levels: elementary -grades

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<sup>71</sup> More information on the services provided by the EAP find on its website <http://eap-save.eu/indexeng.php>



first through fourth- (age 7-11) and presecondary - grades fifth through eighth- (age 11-15). Secondary education normally encompasses grades eighth through twelfth (age 15-19), but can start earlier depending on the type of school.

General environmental education and specific energy efficiency subject themes are already acknowledged as an interdisciplinary element of general compulsory education. An important element is that the preparation of the children in the field of natural science and ecology is implemented through integral school subjects. In the primary school curriculum there are documents, standards and programs in biology, geography and chemistry, in which the requirements concerning environmental education topics are mentioned. In the secondary school curriculum, according to the programs and the relevant standards the topics related to environmental education should be found in the biology manual entitled "Biology and Health Education", the chemistry manual entitled "Chemistry and Protection of the Environment", as well as in the geography manual entitled "Geography and Economy".

The aim of environmental education in the Bulgarian school is to build and develop students' ecological culture as a complete system of knowledge, skills and values in the spheres of science, arts, religion, tradition and customs, and as a model of activities for the preservation and protection of the environment.

All environment-related topics are targeted at developing certain skills related to specific general knowledge in the sciences that run as a logical line through the academic content delivered at the different stages of schooling. The preschool and elementary education (age of 3–6-10 ) consists of a system establishing the common notions of the objects, their features and characteristics; natural phenomena; ways of transformation; models of natural behavior and the child's place in nature. The primary education (age of 10 –14) delivers knowledge and skills about animated nature, which lays the foundations of the ecological and health education of pupils. It is carried out in all school



subjects but mainly in “Human and Nature” and other interrelated subjects. Secondary education (age of 14 –19) builds further knowledge, skills and behavior in K5 and K6, using the interactive school subject of “Human and Nature” and then more in depth in the school subjects of physics, chemistry, biology, geography, etc. Vocational training (age of 14 –19) differentiates that content in those school subjects that prepare specialists in specific professional field (e.g. - ecologist).

The curriculum also provides for two to three hours per week of compulsory elective subjects and for one to two hours of free elective (optional) subjects - a good opportunity for more intensive environmental education, but the themes and activities have to be related to the educational standards and curriculum. The organization and carrying out of environmental issues not related to the compulsory curriculum depends on the interests and the needs of the students and the school, on the professional qualifications of the teachers and the infrastructure of the school. Here there is a field open to non-formal school system actors such as NGOs or parents associations that can promote such areas through competitions, public debates, etc.

#### **4. THE YOUNG ENERGY PEOPLE PROJECT**

A special case study of this paper is the Young Energy People (YEP!) 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. The project was realized in the period 2008-2010 and some follow up continues till mid-2011 by the following partners: Severn Wye Energy Agency, SWEA, UK; Energy Agency of Livorno Province, EALP, Italy; Energieberatung Prenzlauer Berg, EBPB, Germany; Agency Energy Ribera, AER, Spain; Energikontor Sydost, ESS, Sweden; Energy Agency of Perugia, AEA, Italy; Regional Energy Agency Crete, REAC, Greece; Energy Agency of Plovdiv, Bulgaria. In the course of the project the partners realized different education programs 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 took place in nine European regions following a common theme and approach but working within the realities of the local contexts. Project participants established a local steering group with representatives of the key actors to inform the local project work. These key actors included 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 were formally supporting and contributing to the development of a work program that trained 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 were used as a basis for the acquisition of skills that were to be later transferred to the workplace. School Energy Management Teams were matched with workplaces supporting and informing the project action so that pupils would have the opportunity to visit a place of work and apply their knowledge to a real life context.

All that work increased 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 was 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. Three success stories can be shared and discussed at our conference:

UK- YEP! Action Sustained. SWEA secured funding to continue 'YEP!' for a further year (beyond this contract) in one school as part of a project implemented by national government, Department for Education, Towards Zero Carbon Schools'. This seeks to establish eighteen exemplar practices



of reducing secondary school emissions. Our proposal, in joint submission with Gloucestershire County Council focused on a school with a 'YEP!' team in place so that students could be involved in the refurbishment of their school. It was also thought that the presence of a strong educational programme, already established would add value to the bid that seeks to identify the impacts of different sustainability measures. The success of this venture has secured in excess of £700 000 for capital works in the school that will realise some of the 'YEP!' students more costly recommendations and will also provide funding to keep 'YEP!' active up to March 2011. Additionally, the 'YEP!' project's success in Gloucestershire has encouraged our county council to now fund its delivery in a phased roll out to all of their secondary schools. Twenty one schools are enrolled so far with another 8 planned to start in September. Future development hopes to see the realisation of wider delivery outside our county and a primary programme for feeder schools to the secondary schools involved with 'YEP!'.

Greece/ Sweden/Bulgaria -YEP! Students Instigate Renewable Installations. After receiving the general training about Energy, Energy Saving and Alternative Renewable Energy Sources, students learned what an Energy Audit is and how it was conducted. This was a new concept and a whole new dimension in their "usual" energy and environmental education. They were now able to measure their schools' actual energy consumption and more importantly to see the "measurable" results of some simple energy saving measures. Furthermore, the possibility to use this "new knowledge" in a workplace made them feel important as contributors to an integrated action towards energy efficiency. In some cases the results of their schools Energy Audit and their realistic proposals created an excellent framework for the Schools' headmasters to formulate an official request to the responsible authority for energy saving measures and installation of new energy technologies (e.g. one school is already trying to find the co-financing procedure for installing a PV system). Great work has been done in disseminating the students' new knowledge



to other students and the public. One school organised an energy day event with the participation of Authorities, students and teachers from other schools and their families, where their actions as "Energy Responsible Citizens" have been presented in detail. In Sweden the 'YEP!' project activities directly influenced the decision making for the refurbishment of Araby School. The SEMT suggested a PV system and this was supported by the owners of the school building who were also represented on the Local Steering Group for the action. The refurbished building will now include a 39kW PV array. During the educational program in Bulgaria all students from the SEMTs came to EAP's premises for active learning activities. All the students received more concrete knowledge of energy management in SMEs and RES applications. Technical experts from EAP guided the students in doing a full audit of their schools and producing a report that covered fuel consumption for heating and alternative modern systems. The audit was followed up by action planning that used the findings to prepare recommendations for lowering the energy consumption in the schools. The students from the Professional High School of Electronics (PHSE) have included a recommendation for fuel switch in their report. The report was presented to the head teacher who was more than impressed from the potential savings shown; inspired by the findings the school's leadership decided to make the first steps in transforming an ordinary school into a best practice example. An ESCO mechanism for fuel switch - from coal to biomass - was adopted in PHSE. EAP actively participated in the process of choosing the company and consulted the school.

UK and IT (Livorno)- YEP!Students Impact local Businesses. The students of schools in Livorno Province led energy awareness campaigns. 'YEP!' students from Cattaneo School in Cecina (who had roles of computer managers and marketing managers in the School Energy Management Team), worked with their teacher, to prepare some table cloths with questionnaires on Energy Efficiency printed upon them. They also achieved sponsorship to pay for the printing of the



cloths. Students distributed these table cloths in some of the local restaurants and pizzerias in Cecina, a very nice tourist sea resort. In this way restaurant owners, staff and guests are invited to consider their energy use which may lead to bigger impacts for energy saving. The students of Farmor's School in Fairford, Gloucestershire so impressed the CEO of the hotel they carried out their work placement that he is now piloting an energy management post on his staff with a view to putting similar practice into his chain of 4 hotels. Students identified nearly £100 000 of potential savings in lighting

## **5. CONCLUSION**

The YEP! was just one of the over 30 initiatives and projects, implemented into practice by the EAP in the last 10-12 years. Education is one but very important step in the general goal of establishing and making long-lasting Sustainable Energy Communities briefly defined as: "Local communities in which politicians, planners, developers, market actors and citizens actively co-operate to demonstrate and develop high degrees of decentralized energy supply, favouring renewable energies as sources, together with a conscientious application of energy efficiency measures in all end-use sectors".

The Rio summit established the concept of local sustainable development plans known as AGENDA 21. In conjunction with EU Energy policy and legal initiatives these local energy communities can pioneer the application of integrated measures required to attain our global commitments and can become showcases for the dissemination of those concepts around Europe. Given their showcase character, sustainable energy communities must aim to reach objectives much beyond the global EU objectives. This is the aim of PERL as well that is why we consider important sharing this experience here.



## 5.4. Home Economics



# **THE MISJUDGED DISCIPLINE: A PLEA FOR STRENGTHENING HOME ECONOMICS!**

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## The misjudged discipline: A plea for strengthening home economics!

In recent years research on sustainable consumption has spread fast (e.g. Jackson, 2006a; b; Hansen & Schrader, 1997; Schaefer & Crane, 2005; Spargaaren, 2003). The international research community comprises economists, psychologists and social scientists from many sub-disciplines. Despite the imposing interdisciplinary, one distinguished discipline is barely noticed in the international discourse on sustainability: home economics. Though, home economics is considered as the original field of research that deals with responsible living respectively sustainable consumption. It is hardly comprehensible, that especially home economics is ignored.

In this article, the specific value of home economics for research on sustainable living is illustrated. Further, reasons are discussed, that might explain home economics' little reputation and recognition in the international discourse. Lastly, recommendations are presented, how to improve home economics standing in the scientific community.

Households are basic institutions of society (e.g. Boulding, 1972). Individuals are economizing and living together in households. Household activities are therefore about sustaining and shaping everyday life (Schweitzer, 2006). Home economics focus on the management of resources, which are needed to facilitate household members' sustainment and their individual abilities to shape their life. It is assumed, that resources are always scarce, especially in regard of time, (wo)manpower and income (e.g. Schweitzer, 2006). Consequently home economics aims at working out, how individuals' needs and available resources can be balanced at best to achieve life satisfaction for all household members (Piorkowsky, 2003).

Since the satisfaction of needs with limited resources also characterizes the sustainability concept, the first value of home economics for research on sustainable living is assumed to be the paradigmatic affinity of sustainability and home economics (Schweitzer, 2006; WCED, 1987). It is suggested, that home economics' point of view can strengthen and clarify the sustainability concept.



While the history of sustainability is traced back to the German Carl von Carlowitz and his considerations about forest management in the early 18th century, home economics have an ancient origin (e.g. Grober, 2007; Richarz, 1991). About 2000 years earlier Xenophon and Aristotle have already written practical instructions for responsible household management (e.g. Richarz, 1991). These early conceptualizations can be understood as the origin of all economics. The etymological root of “economics”, which can be found in the ancient term for household called “oikos”, emphasizes this insight (Richarz, 1991).

Aristotle’s considerations about household management are especially relevant for the contemporary discourse on sustainability and sustainable living, as he distinguished market-oriented business activities and sustainment-oriented household activities (Richarz, 1991; Schweitzer, 2006). Household activities are understood as all activities that focus on the sustainment of household members and a responsible use of household resources. In parts, business activities are considered as external household activities as they are needed, for instance, to procure market goods. Though, most business activities, which are not related to household objectives, but to trade and money-making, are depreciated. The so called “chrematistics” are described as unnatural, hedonistic and excessive actions (Schweitzer, 2006; Richarz, 1991). It can be assumed, that according to Aristotle, chrematistics can never be sustainable (Schweitzer, 2006). In contrast, household activities imply sustainability per se as they focus on the best possible management of limited resources.

Aristotle’s considerations about household management are still valid today. Even though western households often ignore the limitations of (global) ecological resources, they clearly face other resource restrictions, for instance, in regard of time, (wo)manpower and income. The household system is concrete and tangible, consequently implications of an unsustainable use of resources can directly be perceived by household members (e.g. dilapidation, depletion, overweight). It is assumed that the household perspective and peoples’ own experiences with household resources are



the best starting point for learning sustainability. Therefore home economics historic foundations, its guiding principles and considerations are seen to be perfectly suitable to illustrate sustainability on a micro-level. Since households are the smallest institutions of society, the discourse on sustainability needs to begin in a discourse on household management. It can be stated, that it is home economics' mission "to create a sustainable and requirement-oriented everyday culture of personal, family and social responsibility based on the solidarity of genders and generations." (Schweitzer, 2006: 300).

The second value of home economics for research on responsible living is perceived in its detailed focus on everyday living competences. Home economics is not only about theoretical knowledge, but about concrete management competences and manual skills. From a home economic point of view many household problems do not arise by a lack of resources, but from deficient household management competences and skills to properly apply and manage these resources (Schweitzer, 2006). While most research on sustainable consumption is characterized by theoretical analysis and description, home economics is the only discipline that also focus on practical knowledge for sustainable living. Since consumption is understood as the process of selection, purchase, usage and disposal of goods (Blackwell, Miniard & Engel, 2006), consumers need concrete competences and skills at all these consumption levels. In order to teach such skills and competences, home economics is dedicated to education. In home economics, students learn concrete techniques and skills like preparing, maintaining and recycling products. They do not only read and talk about sustainable food, for instance, but they learn how to cook it. Home economics is therefore assumed to enrich theoretical knowledge of other disciplines with practical everyday knowledge.

Relating to home economics' dedication on household competences, the third value of home economics for research on sustainable living is seen to be its focus on active and creative functions of households. In economics, for instance, households are often perceived as receiving and



consuming entities only (Piorkowsky, 2003). Though, households have significant shaping and producing functions. On the one hand households and household members actively influence their household-related natural, social, economic and technical environments, for instance by modifying public space, by establishing local exchange trading systems or neighborly help. On the other hand households are significantly processing market goods and produce consumption-ready products that are in line with household members' needs and desires (Ironmonger, 2000). Households have to bring in other capacities, like the aforementioned competences or time and energy in order to process market goods (Ironmonger, 2000). Even though the producing power of households is considered significant for a society, household production is hardly recognized in other disciplines (and society) (Piorkowsky, 2003). All household activities are summarized as consumption. Though, it is assumed to be worthwhile, to separate household consumption and production processes, for instance by using Reids' conception of the third person criterion (Reid, 1934; Ironmonger, 2000). According to Reid, for instance, all household activities can be understood as productive, if a third person can do them (Reid, 1934). The specific perspective on household production respectively housework is seen to be significant, as it brings up questions, for instance, about framework conditions of sustainable household production (e.g. time structures, provision structures, required living standards) and the distribution of production work (e.g. with regard to gender, age, social position). It is assumed, that home economics' distinguished view on these household processes is indispensable for research on sustainable living.

Though, all these good reasons for appreciating home economics, do not change the fact, that home economics is mainly ignored. In the following, a collection of possible reasons for home economics' little recognition is illustrated.

First, home economics' image as old-fashioned subject for housewives still remains as a challenging problem. With the rise of national economics and industrialization, private households



have been considerably marginalized (Richarz, 1991). Households became women's sphere and home economics, particularly in America, have been developed into a teaching course for "good housewives". It is a speech of the feminist Robin Morgan to the American Home Economic Association, that illustrates the image (and the reality) of home economics in the sixties, that still remains as a heavy burden:

"I gather from your literature and from the way home economics has functioned in this country that the main emphasis of your organization is to reinforce three primary areas: marriage, the family, and the issue of consumerism, which you may euphemistically call consumer protection. Now those three areas – the institution of marriage, the institution of the nuclear family, and the incredible manipulation of women as consumers – are three of the primary areas that the radical women's movement is out to destroy. So one could say that as a radical feminist, I am here addressing the enemy." (Morgan, 1973)

Though, home economics' image problems lead to the second reason, which is perceived crucial for its little recognition. In order to get rid of its bad reputation home economics have extensively discussed its identity. Historical development paths have been reflected and prospective ways of home economics have been pointed out. Strengths and weaknesses of home economics have been evaluated in detail (e.g. McGregor, 2009; Stage & Vincenti, 1997; Turkki, 2005). Though, the search for common understandings and definitions enormously diminished capacity for external presentation and positioning in the scientific community (e.g. McGregor, 2009).

Third, it is assumed, that home economics' focus on practical knowledge and education has decisive drawbacks. On the one hand, as mentioned before, the focus on skills and competences is a considerable surplus value and a unique selling proposition. Though, on the other hand home economics is therefore depreciated as a non-scientific discipline. The research community is perceived to reject the intellectual value of home economics. Moreover home economics itself



hardly defend this verdict. Excellent home economics research in high-ranking international journals is considered limited.

Strongly related to third, the fourth reason is seen to be its deficient institutionalization that hampers scientific work and research (Schweitzer, 2006). Home economics needs to be strengthened as regular and obligatory school subject (especially with regard to Germany). A higher number of chairs for home economics, jobs for aspiring young academics and research funds are needed to facilitate qualitative research. Certainly reputation in the scientific community is dependent on institutional anchoring and continuous valuable research.

Fifth, the community of home economics itself makes possibly too little effort to improve international networking and scientific exchange. Especially in regard of German home economics, the high number of articles that are published in German is noticeable. Moreover German home economists often mainly refer to other German home economists in their articles (e.g. Piorkowsky, 2003; Schweitzer, 2006). Without common language, exchange is seen to be impossible.

In conclusion it can be stated, that the little reputation of home economics is partly caused by home economics itself. With respect to the valuable contributions of this discipline, home economics is asked to strive for more publicity and appropriate recognition. In the following some ideas are presented, how to strengthen home economics.

In my opinion, time has come for home economics. A small insight into the trendy green-glamour scene in Germany makes obvious, that home economics are more fashionable than ever. Young people are discovering the do-it-yourself principles. They have started knitting and felting. They increasingly demand cookery courses and organize private dinner parties (e.g. Schiekiera, 2011). Urban gardening (e.g. tomato cultivation on the balcony) and guerilla gardening (e.g. planting in public space) are trendy. The milieus of LOHAS (lifestyles on health and sustainability) are increasingly interested in healthy, environmentally-friendly alternatives to mass production and in



finding balance and meaning with “do-it-yourself” (Sinus Sociovision, 2009). There might be a return to more nature, originality and lasting values. Even though this little “movement” might be limited to well-educated, urban milieus, it is seen to be a hopeful sign for home economics.

In order to improve home economics reputation in the international scientific community, it is inevitable, that home economics needs to improve its international networking and exchange efforts. It needs to advance qualitative research and needs to strive for publication in high-ranking journals. Definitely more publicity and external presentation are needed to promote home economics’ contents.

Most important of all, a new disciplinary self-confidence of home economics as economic science is suggested. All modifications and changes of home economics’ name, for instance, by establishing “family and consumer science” (e.g. AAFCS, 2011) or “nutritional science” (e.g. University of Giessen, 2011) are interpreted as a softening of home economics’ principles and foundations. Home economics is perceived as a possible paradigmatic alternative for the conventional market-oriented understanding of “economics” (Seel, 2006).

Especially in the discourse on sustainability and sustainable consumption the principles of responsible household management are perfectly suitable. Home economics can be proud of its 2000 years old history as economic science. It can function as a “system critical” discipline that illustrates that economic behavior is never an end in itself, but always means to the end of achieving quality of life and satisfaction for all present and future generations. Strengthening home economics is seen to be a prerequisite for promoting responsible living.



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## 5.5. Learning and Values



## **DEVELOPMENT OF RESPONSIBILITY AS A VALUE IMPORTANT FOR THE STUDENT**

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## **1. The Essence and Characteristics of Responsibility as a Personality Feature**

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 (Sadler 2007).

Responsibility develops as an integrated feature of a personality including motivation (will, interests, values and goals), the individual qualities of a personality, and ways of self-actualization. The development of responsibility takes place on the basis of understanding and correlation of the ideas "I want – I can – There is - We demand" (Fromm 1941/1956). Individual variations are determined by value orientation.

Responsibility is formed according to the demands that are made for an individual. If an individual perceives these demands as important for him/herself and socially valuable, they become the inner basis of person's behavioral motivation. An individual feels free because he/she has made his/her own choice.

## **2. Value Orientations of Senior Form Students in Latvia**

The Following objectives have been identified for the analysis of the value orientations of senior form students:

- To study the system of values (to determine the value disposition and personally meaningful values);
- To analyse the understanding of the meaning of life by senior form students (to identify the dominating values).



When characterising value orientations, it is necessary to take into account that the acquisition of social values and their comprehension is an active process, and it is determined to a considerable extent by the activity of a personality (Jung 1994).

Successful self-determination is characterised by a sufficiently wide range of highly significant values, while insufficient one implies their narrow range or absence. Subjectively, successful self-determination is characterised by the experience of the meaningfulness of one's life, while unsuccessful self-determination – the experience of its senselessness (Kegan 1994).

Based on the analysis of the key value-based human relationships presented in the philosophic and psychological literature (Vygotsky 1926/1997, Matsumoto 1991), we have singled out the values of a self-realising personality:

- Attitude to oneself as a value;
- Attitude to another person as a value;
- Attitude to work as a value;
- Attitude to responsibility as a value;
- Attitude to future prospects as a value;
- Attitude to knowledge as a value;
- Attitude to duty as a value;
- Attitude to culture as a value.

It should be pointed out that attitude to man as the highest value is a system-forming factor of the human spiritual constitution. It is a universal relationship, the core of a modern personality. All other relationships (both positive and negative ones) result from this key attitude to man.

The test “The Values of Senior Form Students” was used for the diagnostics of the system of value orientations (value saturation). The characteristics of the levels of value saturation was determined.



A high level of value saturation: a wide range of highly significant positive values. Senior form students know these values, understand their content, are guided by these values in their behaviour.

A medium level of value saturation: a reasonable range of highly significant positive values. Senior form students know these values and understand their content. However, they are guided by these values depending on a particular situation.

The main objective of the forming stage of the experiment, which has not been finished yet, was to develop the attitude of senior secondary school students to responsibility. There was carried out a survey in order to clarify what values senior-form students choose and what values are personally significant to them. A list of various values: spiritual, practical, focused on self, focused on other people, and focused on communication was offered to the students. The students selected the values personally significant for them. The most significant ones were rated as 3, less significant ones as 2, and the insignificant ones as 1. The results are presented in the following table.



	Pushkin Lyceum		Riga Secondary School No 34		Riga Secondary School No 29	
	Coefficient	Rank	Coefficient	Rank	Coefficient	Rank
1. Active life	0.58	10	0.14	14	0.58	7
2. Wisdom	0.06	13	0.04	17	0.52	9
3. Health	0.5	11	0.7	6	0.9	5
4. Interesting work	0.92	3	0.68	8	0.5	8
5. Natural beauty and art	0	14	0.12	15	0.04	17
6. Love	0.78	4	0.9	3	0.9	6
7. Materially well-provided life	0.96	1	1	1	0.94	1
8. Good trusted friends	0.7	6	1	2	0.9	4
9. Social acknowledgment	0	15	0.18	11	0.08	15
10. Cognition	0.6	9	0.66	9	0.04	16
11. Career	0.94	2	0.94	4	0.52	10
12. Self-perfection	0.68	7	0.24	10	0.52	11
13. Entertainment	0	16	0.84	5	0.94	2
14. Responsibility	0.5	12	0.14	13	0.5	13
15. Happy family life	0.68	8	0.82	6	0.94	3
16. Happiness of others	0	17	0.12	16	0.02	18
17. Creativity	0	18	0.16	12	0.12	14
18. Self-confidence	0.78	5	0.4	18	0.52	12

**Tab. 1** The Ranking of Life Values According to their Significance by Students from Various Institutions of Secondary Education

The analysis of the results showed that interesting work, materially well-provided life, and career are the most significant values for the lyceum students. Good friends, self-confidence and love also occupy leading positions in the scale of value orientations, while the values like responsibility, health, happy family life, cognition, active life, and wisdom seem to be less significant. Social acknowledgment, the happiness of others, entertainment, creativity, natural beauty and art are not the main goals of human life, according to the lyceum students.



Similarly, the students of Riga Secondary School No 34 do not consider social acknowledgment, the happiness of other people, entertainment, natural beauty, and art as the key life values. The students of this school consider love, materially well-provided life, and career as significant values. Good trusted friends, interesting work, and happy family life occupy leading positions in the scale of value orientations. Less significant values are: self-confidence, health, self-perfection, responsibility, active life, and cognition.

The students of ordinary secondary schools do not consider the values like development, active life, social cognition, the happiness of others, creativity, natural beauty and art as significant values. Materially well-provided life, health and happy family life appear to be more significant to them. Good trusted friends, love and entertainment also occupy leading positions in the scale of value orientations. Interesting work, self-confidence, active life, responsibility, self-perfection, career, the happiness of other people are less significant values.

The analysis of the results of the survey showed that responsibility is not considered as significant values by senior secondary school students. The reasons of this given by the students were quite similar: "I can't change anything in the state and its legal system."

### **3. The Strategy of Experimental Education for the Development of Responsibility of Senior Lyceum Students**

The experiment was conducted in the Psychology and Pedagogy Department of Pushkin Lyceum. The subject of the study was the development of responsibility senior students in the process of studies.

The analysis of the theoretical basis and the school practice made it possible to determine the following conditions for the development of responsibility in the process of studies:



- a purposeful pedagogical organization of the process of studies based on independent activities proving the freedom of self-expression and self-actualization;
- the organization of teaching focused on the development of individuality and the unique potential of each student;
- the organization of pedagogical practice aimed at developing the feeling of responsibility for junior students.

There were provided different study programmes in Pushkin Lyceum which were provided by several departments, e.g. the Departments of Philology, Law, Economics, Arts, Psychology and Pedagogy. The experiment was conducted in the Department of Psychology and Pedagogy. Students selected their educational specialization and chose a particular study programme, which ensured their preparation for the future profession. It should be noted that students' choice was based on their own interests, needs and inclinations. Therefore, this was the situation of creative freedom and self-awareness, where freedom implied creating new possibilities for one's own development, not choosing one of the options offered from outside. There was created the educational environment which was most effective for the development of responsibility. This process could be observed most vividly during the period of psychological and pedagogical practice, which was intended for three years of studies. In form 10, the practice took place in the Studio of Children's Creative Actives. The purpose of the practice was to study the characteristics of the age-group and individual qualities of six-year-olds, to get acquainted with the teaching methodology, and, above all, to understand the correctness of students' own professional choice. Twice a week the lyceum students attended classes in the children's studio, observed children's behaviour, and got to know the work of various teachers. A compulsory element of these activities was writing of a journal recording the observations and analyzing the work of teachers and activities of children. Students also had to offer their own vision of the class they had observed.



After that, the observations were discussed in the workshops. Besides, each student had to conduct a practical class with a group. A hands-on experience in the role of a teacher made students look at themselves and their own future from a different angle. Some students decided that work with children was not what they wanted to do. At the end of the academic year, three girls decided to move to another department. When asked to explain the reasons of their choice, they said, “We understood it is not meant for us. We found communicating with children unpleasant. One thing is studying human psychology; another thing is communicating with psychology; another thing is communicating with children.” On the other hand, other students demonstrated creativity in working with children: they invented games, proverbs, crossword-puzzles, etc. Later, they used their experience in working with children in the classes of pedagogy as a confirmation or rejection of pedagogic ideas. “We can see new self-awareness and understanding of our place in the society.”

A conscious feeling of responsibility not only for themselves but also for small children turned them into adults and helped them understand the essence of teacher’s profession, its significant role in the transformation of the society and themselves, and the necessity of changing their relations with the teachers. Thus, there took place the formation of professional self-determination.

## **Conclusion**

Responsibility is a personality integrative feature. It is formed according to the demands that are made for an individual. The responsibility is not considered as significant values by senior secondary school students.

Organization of the culture-centred educational environment based on the interaction of the principles of freedom and responsibility, as well as the freedom of choice in professional education determines “the area of the closest development” of lyceum students, and the development of responsibility as a precondition for their professional self-determination, as well as the development of a personality as self-creator.



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# Poster Presentation

## **PRECISION AGRICULTURE WITH SOLAR-POWERED WIRELESS MOTES**

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# Precision agriculture with solar-powered wireless nodes

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*Abstract— As the “green economy” has become more reality than just a dream, “precision agriculture” has become a necessity in recent years as a viable alternative to traditional agriculture. With increased demand for agricultural products and green landscape, agricultural processes need to be more efficient than ever, despite decreasing natural resources and increasing negative environmental impacts of agricultural practices. This calls for effective use of information processing techniques towards a sustainable lifestyle in 21<sup>st</sup> century.*

*We present our research in terms of the technology, potential short- and long-term impacts on green spaces and agricultural practices. We also aim to foster discussions on their effect on environmental awareness of the landscaping and farming community. While we believe that information technology cannot offer a solution to every problem, landscaping and agricultural production can benefit significantly from technological advancements with increased adoption of energy and resource efficient practices.*

*Keywords — Smart irrigation, landscaping, fertigation, automation, conservation, wireless, solar.*

## I. INTRODUCTION

The Vision of our research is to develop software and methods that enable a smart agricultural automation system that allows optimal use of water, fertilizers and other

resources. Software has become ubiquitous in most aspects of life like business, industry, and academia, but was less common in agriculture due to its outdoor nature, exposure to the elements, and the sheer size of land to be covered for agriculture with the lack of reliable power sources and connectivity. To overcome these challenges, we focus our research on utilizing sensors, power-efficient, wireless networks and solar power to support our smart irrigation systems. The key advantages offered by wireless and solar operation enable widespread coverage of vast areas and use of automation techniques at considerably lower price points. The main benefits of such an automation system in agriculture and landscaping are:

- Save water, fertilizers, and energy by optimizing their use in agriculture and green areas with the help of advanced software
- Obtain the best plant and green space health as well as crop yield by using the optimal amount of water and fertilizers, precisely adjusted to varying conditions of different spots
- Protect the environment by avoiding over-use of water, energy and chemicals used in agricultural processes.

In our research project, we have developed networking and software techniques by using “all solar-powered” embedded systems that can communicate through wireless networks to sophisticated software that will calculate and control the irrigation and fertilizing conditions



to achieve best results with minimal human intervention. Our solar, wireless mesh network infrastructure can be installed at very short time, with no need to expensive cables, or power supplies, with a proven record of reliability, and efficiency. It can also be extended to a variety of sensor applications, including perimeter protection, environmental monitoring, forestry and wildlife management with the development of proper software solutions.

The need to precision agriculture is especially important in the gulf region for four essential reasons:

1. The extreme harsh weather and land conditions that work against traditional agriculture
2. The extreme rarity of water that would make a real challenge, even under favorable weather conditions
3. On the other hand, the ability and suitability of the region to adopt new and smart technologies in almost all aspects of life, and the availability of supporting and modern infrastructure
4. The strong drive and commitment of the region towards green economy and the environment

In this paper, we present our research in terms of the technology, potential short- and long-term impacts on green spaces and agricultural practices. We will also foster discussions on their effect on environmental awareness of the landscaping and farming community. While we believe that information technology cannot offer a solution to every problem, Landscaping and agricultural production can benefit significantly from technological advancements with increased adoption of energy and resource efficient practices.

A great majority of fresh water sources are used for irrigation (over 90%) [1, 2]. With the rapidly increasing world population, water resources increasingly become scarce every year. Over-irrigation has been as big a problem

as under-irrigation or water shortage in many irrigation applications, which cause irreversible environmental damage and wastes valuable nutrients in irrigated areas [3]. It has been proven that soil moisture based irrigation automation alone can prevent many of the problems caused by under- or over-irrigation [4]. The amount of water savings with optimized water usage has been as high as 50% in traditional irrigation systems [5].

The outcome of this project has enabled the optimum use of agricultural resources, especially water with the use of wireless sensors and actuators. The sensors accurately measure vital parameters such as soil moisture or temperatures and allow optimized decisions to be made by the embedded software on site that automatically controls the use of water and fertilizers. The product database with the specific characteristics and water and fertilizer needs for each plant type allows the use of the best amount of a particular resource.

## **II. ZIGBEE FOR WIRELESS SENSING AND TRANSMISSION OF SENSOR DATA**

Many smart applications would benefit from standards-based wireless technology that is reliable, secure, and runs on low power. Established standards for wireless applications, such as Bluetooth and IEEE 802.11, allow high transmission rates, but at the expense of high power consumption, application complexity, and cost. ZigBee networks on the other hand, are primarily intended for low duty-cycle sensors, those active for less than 1% of the time. For instance, an off-line node can connect to a network in about 30 ms. Waking up a sleeping node takes about 15 ms, as does accessing a channel and transmitting data. Applications such as reading the pressure in an oxygen tank can send the reading once per hour from a sensor which would then return to sleep. The low-power demand extends battery life in remote sensors. The network name comes from the zigzagging path a bee (a data packet) takes to get from flower to flower (or node to node)[3].



ZigBee is best described by referring to the 7-layer OSI model for layered communication systems. The Alliance specifies the bottom three layers (Physical, Data Link, and Network), as well as an Application Programming Interface

(API) that allows end-developers the ability to design custom applications that use the services provided by the lower layers. Figure-1 shows the layered protocol architecture adopted by the alliance. It should be noted that the ZigBee Alliance chose to use an already existing data link and physical layers specification. These are the recently published IEEE 802.15.4 standards for low-rate personal area networks. We describe the key features of each layer in the following. Complete descriptions of the protocols used in ZigBee can be found in [1], [2].

### III. WIRELESS IRRIGATION AUTOMATION SYSTEM

Wireless control systems have been increasingly used in irrigation applications [10],[11]. The main components in our research project have been the following:

1. A sensor board that measures weather related measurements (wind, humidity, rain gauge etc).
2. A sensor board for soil measurements (salinity, soil moisture, temperature, etc.)
3. Zigbee wireless communication modules integrated with the sensor boards
4. Water valves and filter control units integrated with the wireless sensor network
5. Software that collects and analyzes the data in the wireless sensor network
6. Mobile software that facilitates the design, installation and optimization of the network, which consists of .
  - A Graphical User Interface

- A library of functions that is used to analyze incoming data
- A database with the characteristics of the agricultural plant types
- A database that consists of data collected from the field
- Data analysis software

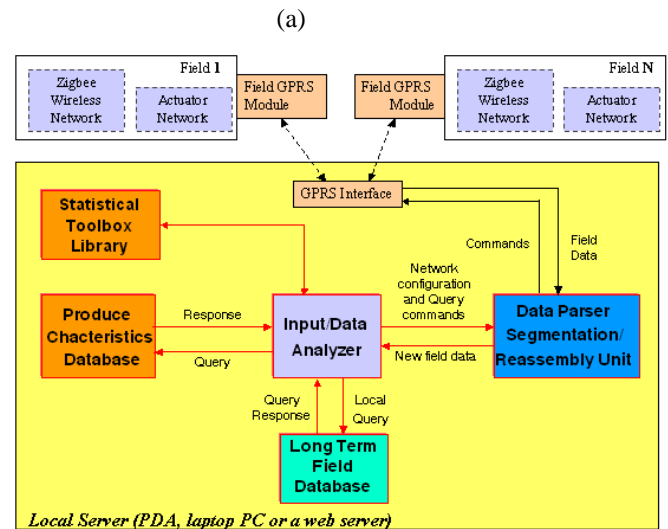
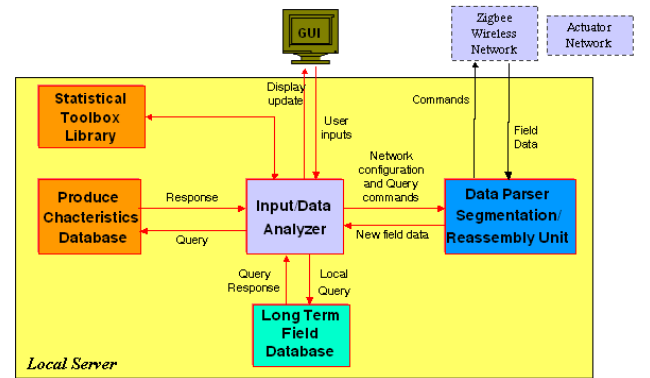


Figure 1: (a) Major components of a standalone local server based architecture (b) Component of a central control based automation system. The sensor network can be set up through the use of a handheld device. The local installation can communicate with a central server through GPRS communication.



	Our Approach	Wired Solutions	Other wireless systems
<b>Technology Focus</b>	Wireless sensor networks, solar operation, optimized sensors	Sensor and actuators	Remote access, sensors
<b>Advantages</b>	Wireless and solar operation, full automation, low power use, low costs	Wide spread use, reliable operation	UHF based communications, long range wireless operation
<b>Disadvantages</b>	User acceptance	Need for wiring and line power	High costs, low battery life or need for line power
<b>Innovative aspects</b>	Zigbee based wireless network, solar operation	N/A	Wireless operation

The following are the major distinctive characteristics of our system:

1. Sensing and control without any need for line power or wiring
2. 50% savings in water use compared to manual, non-sensing based irrigation
3. 50% savings in installation and operational costs compared to the existing systems
4. In agricultural applications, an improvement in crop yield by 10%.

A comparison of the system with wired and wireless alternatives has been provided in the table below.

#### IV. SMART IRRIGATION SYSTEM MAIN COMPONENTS

Figure 1 shows major components of the implemented AT a conceptual level, Figure 2 shows the main mechanisms of the system with standalone local and central control based approaches.

The system is implemented as three independent subsystems that implement the three mechanisms:

**Water Subsystem:** Composed of water source, water pump, water lines and connectors, sprinklers, and valves

**Power Subsystem:** Composed of a power source to supply the power needed to activate the sensors and actuators used to turn on the valves, and to supply the power to run the central controller unit as well as any auxiliary systems (fans, humidifiers ...)

**Signal Subsystem:** The control system to collect and convey the information messages sent from different sensors to the central controller, and to convey information back to the actuators to run the system and turn the actuators and other auxiliary systems on and off.

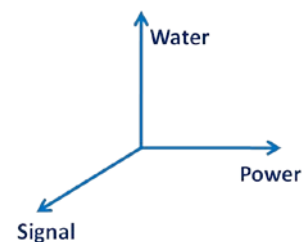


Figure 2

#### V. ENHANCING THE USER EXPERIENCE: ANALYSIS OF THE USER AND THE CONTEXT OF USE

To effectively use a smart (computerized) system, we need to understand the user and the environment they operate in during early



inception and conceptual design phases. We can broadly categorize the operating environment into the following categories:

- 1- *Friendly Environment*: Such as an office environment where the environmental elements are close to “ideal”, and hence have minimal adverse effect on the smart system. For example, we typically have steady, friendly lighting, temperature, air circulation, hazards-free, low dirt and contamination as well as well educated, well trained data and information workers.
- 2- *Moderate Environment*: Such as industrial settings, factories and manufacturing plants. In this case, we typically have less control on temperature, lighting, contamination, dirt, and similar factors, but we can often still operate within acceptable limits. While users’ expertise can vary between low and high, it mostly refers to the expertise in their subject area expertise, often referred to as “blue collars”, characterized by less training in the information processing domain. Ruggedized devices are often used
- 3- *Harsh Environment*: These systems typically work Outdoors like embedded systems in a car and outdoor surveillance cameras. Environmental factors can be extreme, like extreme heat and cold, wind, snow, rain, dust and mud. Lighting conditions can also be extreme. Users are often categorized as not-interested in that they might not even be aware of the systems, or have minimal awareness and interaction. These systems also suffer from low or no maintenance, and often need to be extremely robust, embedded, with special attention to their failure mode to provide non-catastrophic, graceful-degradation behavior.

Having a clear understanding of the environment and the user allows for a successful design of smart systems. As can be seen, irrigation systems can be categorized under “harsh environment”, with many of the environment factors at the extreme. In order to optimize the smart irrigation system to these conditions, each of the subsystems needs to be well suited to the environment. We can focus our design to adapt to the agricultural environment by adopting four technologies:

#### 1- Wireless technology

Wireless networks typically have the following advantages, making them more suitable for agriculture environment:

- Faster to install, modify and upgrade
- Reliable and robust (do not have wires to break), especially in outdoor where landscaping machines and people are constantly working on crops and plants.
- Cheaper to layout (no long control cables to cover the large areas typically needed for landscaping).

#### 2- Solar Energy technology

- Readily available outdoors
- Free, renewable source
- The most Environmentally friendly source of energy
- Sustainable over very extended periods of time (years, typical time-range for landscaping), rather than hours or days (typical time-range, for office, machinery and household applications)
- Suitable for long distances (in hundreds or thousands of meters), typical for landscaping (no need for expensive long power cables)



- Self sustainable, no need for power supply

### 3- Advances Expert System of existing Agriculture Database

Agricultural systems rely heavily on optimizing several conditions for different plants, trees and crops to obtain ultimate growth. Collecting this information from field experts as well as different research centers and applying them eliminates the guesswork with water, humidity, and fertilizers needs for different crops. Best knowledge and practices are collected and stored in the system database and applied to different needs.

### 4- Smart System

Most of the agricultural conditions are deterministic, with hardly any creativity, making it suitable for automation. Using a smart system in agriculture (a software-based controlling system) allows to harness the power of information collection, processing, and optimal decision making. Close monitoring and analyses allow for prompt system adaptation to individual plants needs.

## VI. THE IRRIGATION SYSTEM MODELING AND IMPLEMENTATION

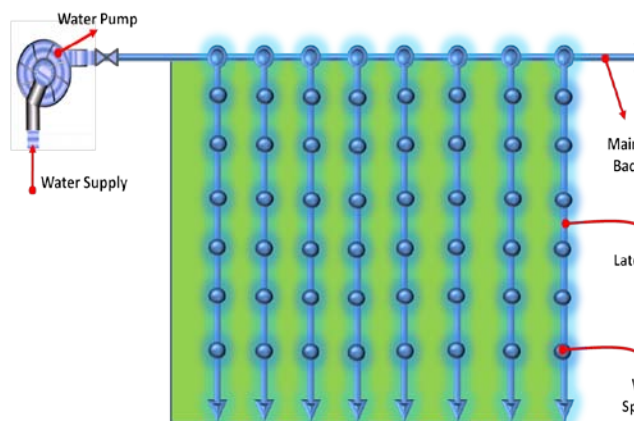


Figure 3

The figure above shows a typical layout of the water subsystem composed of:

Water supply

- Water pump and control valve
- Main water backbone
- Lateral water lines for distribution
- Water sprinklers

The signal and power subsystems will look similar to this layout, but are not necessarily identical. Nodes spacing (and hence mesh size) can vary as multiple sprinklers can correspond to one sensor or vice versa.

Power subsystem:

- Solar units
- Actuators
- Backup batteries

Signal subsystem:

- Central controller
- Wireless receiver
- Wireless sensors

Applying the Queuing theory:

Each sensor (or group of sensors) reports its status to the central controller, which collects and processes them, and then decides if one or more valves need to be opened.

We can use different policies to decide on the next valves to be opened:

First Come First Served, FCFS, where requests are served as soon as they arrive

Pre-set sequence, where the final decision is ANDed logic of both a NEED and PRESET SEQUENCE, i.e. only actuators who flagged their needs, AND are in the stored sequence will get water now.

These strategies allow for multiple savings of the Water subsystem infrastructure while achieving much better results and yield.

To demonstrate the idea, we will consider the basic strategy, namely water broadcasting.



### *Water Broadcasting:*

As the system senses and identifies the need for water in a certain region, the actuators receive a signal to open the water valves and the sprinklers start to work until the water level reaches a satisfactory level, as reported by the sensors, and then the sprinklers are shut down.

The amount of water can be determined and the water system capacity can be designed accordingly. To demonstrate, we will use a numerical example with typical values obtained from the field studies. Let  $D_L$  be the distance between each two lateral lines, and  $D_s$  be the distance between each two sprinklers on the same lateral lines. This provides a grid layout to cover the surface area. An acre of land (10 000 square meter) would typically have the following data (simplified for the purpose of comparison):

Area= 100 meter by 100 meter

Lateral Spacing between water lines ( $D_L$ ) = 10 meters

Sprinkler spacing ( $D_s$ ) = 10 meter

Number of sprinklers needed (per acre) = 100

Typical water flow needed per sprinkler = 1 gpm @ 10 psi

Water flow needed to supply the system = 100 gpm@ 10 psi

Overhead loss compensation at pump, and sprinkler overlapping factor can be ignored to simplify the example

Pump needed ~ 100 gpm@10psi

Typical diameter for the main water backbone = 2 ½ Inch

Typical diameter of lateral water line = 1/2 Inch

In this setting, a pump will typically work for less than 2 hour each day

A major disadvantage of the water broadcasting irrigation pattern is what we call “concurrent saturation and starvation”.

### *Concurrent Saturation and Starvation*

Typically, different nodes have different needs for water (due to land topology, soil

composition, sun exposure and several other factors). Using the water broadcasting will result in some nodes receiving less water than they need (water starvation), while others will receive more (water saturation). These variations results in a typical patchy landscape common with this model (see Figure 4)

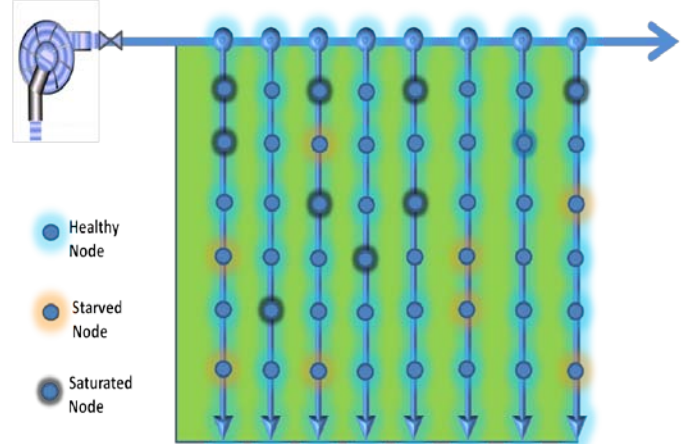


Figure 4

### *Intermittent Interval Irrigation (I3) Pattern for advanced control*

As we have seen, the broadcasting irrigation model measures the average humidity and other factors and decides when there is a “general” need for water then relies on activating the whole sprinklers at the same time until the needs are fulfilled. While still considered a smart system, more improvements can be added to the water broadcasting model. The I3 irrigation model is an example of improvements. To demonstrate, I3 relies on multiple activation pattern can be used.

*Pattern 1:* Each lateral water line is activated separately, then –after completion-, another line is activated until all the 10 lines were served. In this pattern, the water pump will be serving only one line at a time. This will reduce the maximum water flow needed from 100 (for all 10 lines concurrently) to only 10. The pump required will now be rated at only 10 gpm@10psi



Another saving in this activation pattern will come from the reduction of the main water backbone diameter from 2 ½ inch (to support 100 gpm flow rate) to a typically 1/2 or 3/4 inch to support the 10gpm flow rate. The lateral water lines should remain the same size for this setup.

(for a one-line-at-a-time pattern). The tradeoff is that the pump will have to work 10 times longer, but this represents better system utilization as the smaller pump will work for 5 hours –say- rather than the large pump working for 30 minutes.

*Pattern 2:* Since the system can have individual control over each nozzle, we can still activate 10 nozzles at a time, but there is no reason why they should be on the same lateral line. If the 10 active nozzles were selected from different lines (one nozzle per line), then for the same performance as in pattern 1, we will have the same flow rate on the main water backbone (10 gpm), so no additional savings at the water pump are achieved, but the flow rate per lateral line will drop from 10gpm to 1 gpm, and hence much smaller pipe diameter can be used. This can be significant cost reduction since in our typical example; the length of lateral water lines is ~10 times that of the water backbone.

*Pattern 3:* At this stage, the utilization of the system can be optimized even further for additional savings. For example, if the settings of pattern 2 resulted in that the water pump works for 5 hours to serve the water demand at 10 nozzles at-a-time per acre, the number of concurrent nozzles can be reduced to 5. This will require the pump to work for 10 hours, which safely falls into the duty cycles of most commercially available water pumps, and falls within the window of irrigation time for most plants, trees, and grass types. The additional savings will be to further reduce the need of the water pump flow rate to 5gpm@10psi as well as further reducing the diameter of the main water backbone (now operating at only

50 gpm). No further reduction is achieved at pattern 3 for the later water lines since they are operating at the minimum setting of 1 nozzle.

*Pattern 4:* So far, we used a typical nozzle of 1gpm@10psi with a coverage range of an approximated 10x10 meters square. Different nozzles in the market can fit into this coverage requirement. Since we are now operating at a much smaller pump flow rate requirements (5gpm@10psi), an additional investment can have a significant savings. Replacing this with a stronger pump (5gpm@20psi) should not be a significant cost hike, since both are small. Now the nozzle can operate -or be replaced by other nozzles to operate- at 1gpm@20psi. The typical coverage increases by 50 % (a modest estimate), meaning that each nozzle will now cover an area of 15x15 meters. This will allow both the lateral water line spacing ( $D_L$ ) as well as the nozzle (sprinkler) spacing ( $D_s$ ) to increase from 10 to 15 meters. Our acre will now require only ~6.6 lateral water lines, each carrying only ~ 6.7 sprinklers. The total number of nodes will then be ~44.5 sprinklers (and hence less actuators, and other hardware) instead of 100.

*Pattern 5:* As typically used in home supply to compensate for pressure loss by using air-pressurized buffer tanks, the same idea can be used under certain circumstances to enhance the irrigation system. However, at this stage, the tradeoff between extra hardware cost and the expected benefits are still under research and simulation.



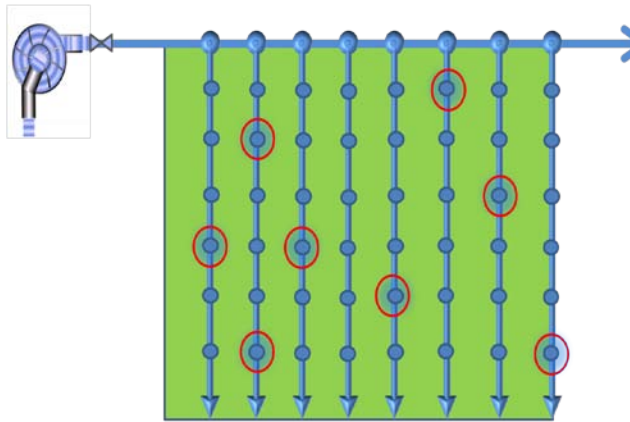


Figure 5

### System Health Feedback, Diagnostic and Reporting

The availability of a central controller (a server) and the use of typical pattern setups of irrigation allows us to also monitor and report on the health of the system by observing the behavior of the valves and nozzles (how much they request water) as well as the sensors (how much is humidity throughout the day). Based on each system setup, plants nature, and land topology (among other factors), a “*control pattern*” is created and saved in the server, which include the acceptable range of behavior for each system node (for example the maximum and the minimum amount of water to be requested, the max and min humidity level to be reached...). The actual system behavior is then recorded every preset time interval, and is compared against the control pattern. If anomalies are detected at certain nodes (over/under use of water for example), these “sick” nodes are identified, their vital information is recorded and a report is generated to flag the situation. The report and be sent by email or as a SMS to the cell phone of the system administrator for appropriate remedy.

## VII. CONCLUSIONS

The main contribution in this project has been the demonstration of the feasibility of the use of a wireless solar irrigation automations system that provides substantial savings in the

use of water and other resources. The future potential of such a system can fundamentally change many agricultural practices and allow for more efficient and organic production of agricultural products.

A key technological contribution has been the successful use of mesh network based wireless communication technologies, namely ZigBee. Low power use in such technologies allow for longer battery life, which enables all solar operation of the entire system.

In addition, the long-term harmful effects of over-irrigation on the environment are avoided with a sensor-based control mechanism. These two features make our approach one of the most environmentally friendly irrigation systems.

Ease of use has been a major factor in the design of the system presented here. For a product for the end users in the agricultural field, this aspect is especially important as most of the potential users are not very competent in technological devices. Self-forming wireless network and simple hardware interfaces make the initial installation straightforward for most users. The server software interface and the menus for database selection are implemented with the ease of use in mind. In addition, the system has many automated features that reduces reliance on user input for many standard applications.

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