

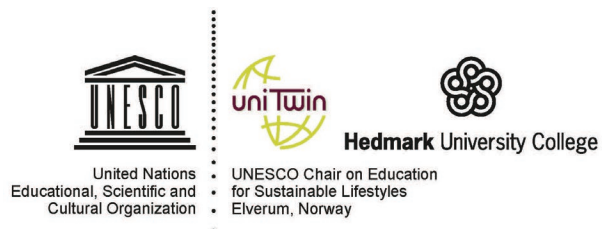


Hedmark University of Applied Sciences

Education and Research about Responsible, Sustainable Living

A portfolio of national, regional
and international activities

(1996-2016)



Introduction

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

The challenges are complex. They are systemic and personal, immediate and long-term. More knowledge and insight into how to use relevant data are essential, but it is equally necessary for people to be inspired and motivated to make value-based choices and to create new alternative, sustainable lifestyles. Hedmark University of Applied Sciences has, for many years, focused on research and education for behavior and policy change towards more responsible, sustainable living. It has coordinated activities, locally, nationally and internationally, whose aim has been to help 'consumers' to become more informed, responsible and active citizens who can contribute to constructive change through the way they choose to live.

More than two decades ago, Hedmark University of Applied Sciences began coordinating national and international projects which highlighted the concept of Consumer Citizenship Education. Consumer Citizenship Education is a cross-curricular, interdisciplinary approach to promoting attitudes, transferring knowledge and developing skills that combine consumer education, environmental education and civic training.

During the last twenty years the international community has adopted the concepts of consumer citizenship education as the core of what is presently referred to as "Education for Responsible, Sustainable Living" or "Education for Sustainable Consumption". Hedmark University of Applied Sciences has been actively involved in the development both of the international and national policies needed to integrate education for responsible living into existing curricula as well as developing relevant methods and materials. This development work has relied upon continual action-based research of which Hedmark University of Applied Sciences has also been integrally involved.

The Partnership for Education and Research about Responsible Living (PERL) emerged from the work Hedmark University of Applied Sciences coordinated. PERL was a partnership of educators and researchers in 50 countries which developed methods and materials to encourage people to contribute to constructive change through the way they choose to live. PERL's mission was: To educate individuals to recognize the influence they can have as stakeholders, citizens and fellow human beings; and to assist individuals in putting their principles into action through making more reflected, responsible lifestyle choices. PERL strived to empower students to develop and evaluate alternative visions of a sustainable future and motivated them to turn these visions into reality. It aimed at creating a deeper understanding of the mechanisms that controlled consumer society and the influence individuals can have on it in order to better contribute to sustainable development and global solidarity. PERL's main intention was to stimulate education which facilitates students' ability to analyse, understand and cope with real, everyday life problems and to empower them to be active participants in modern society. Active participants are individuals who not only make selective, reflected lifestyle choices in the market but who also effect changes by engaging as stakeholders in the dialogues and debates which determine policy, contribute to transparency and guarantee accountability.

Based on 20 years of value-based, holistic, and interdisciplinary work led by PERL (previous CCN and DCC) a UNESCO Chair and UNITWIN Program on Education about Sustainable Lifestyles was established at the Hedmark University of Applied Sciences. This program will contribute to further develop the work of PERL/UNITWIN (Partnership for Education and Research about Responsible Living) by assisting in bridging the knowledge/action gap, stimulating informed choice and social learning, mapping changes in attitudes and behaviour, reporting on innovative initiatives, facilitating curriculum development, building capacity in teacher training, contributing to the discourse on responsible living, and cultivating multi-stakeholder alliances.

This portfolio provides a schematic overview of the main activities carried out by Hedmark University of Applied Sciences and the partners in the projects it has been responsible for as coordinating institution during 1996-2016. For more details see the PERL website: www.livingresponsibly.org

Victoria W. Thoresen,
UNESCO Chair for Education for Sustainable Lifestyles
and Director of PERL/UNITWIN
Hamar, Februar 2016

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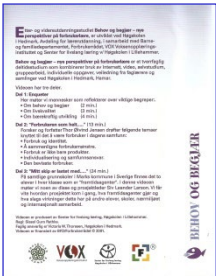
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Focus Areas

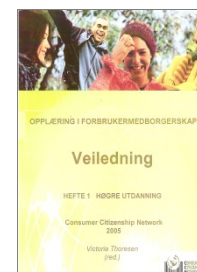
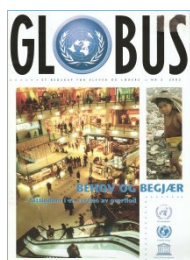
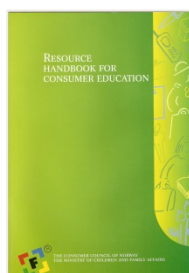
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Leading up to PERL

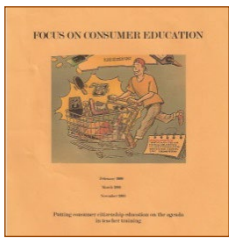
Norwegian national guidelines and credit-giving courses		
Title: Distance learning course “Needs and Desires”		Description: A graduate course on consumer education. The course focused on how to make choices, manage resources and deal with conflicts. The point of departure was first the individual, then the home, the neighbourhood, the national and international community. The course aimed to provide participants with: - the necessary attitudes, knowledge and skills to become independent, critical and aware consumers - insight into consumption at present and in the past - increased awareness about the influences people are exposed to in relation to lifestyles - increased awareness of the consequences of our choices and actions - reflection over the quality of life and the definitions of “need” - didactic competence in order to be able to plan, justify, carry out and evaluate consumer citizenship education.
Coordinated by: Hedmark University of Applied Sciences, Hamar, Norway 	Location: Norway(decentralized meetings and exams) Participants from as far as Stockmarknes and Kristiansand S.	Participants: Teachers at teacher training colleges, for teachers of primary and secondary schools, as well as for preschool teachers from anywhere in Norway. Other individuals such as employees of consumer offices and interested parents participated.
Sponsors: Voksen Opplæring (VOX); Barne- og familiedepartementet		Timeframe: 1999-2002 Language: Norwegian and partially English
Outputs: Course modules, video, online materials and interactive digital programs, “elementary school week program”		
  		

Title: National Guidelines for Consumer Education (for elementary and secondary school, for teacher training) and for education for sustainable consumption		Description: A series of guidelines and resources for teachers and teacher trainers were developed and used in connection with national workshops and training courses. The guidelines provided recommendations as to how to integrate consumer education into the new Norwegian Core Curriculum.
Coordinated by: Norwegian Consumer Council  and Hedmark University of Applied Sciences, Hamar, Norway 	Location: Norway and internationally (guidelines translated and disseminated)	Participants: Hedmark University of Applied Sciences; East Agder University College, Oslo University College, Ranvik Junior High School, University of Oslo, Idea Bank Teachers and teacher-trainers throughout Norway
Sponsors: Norwegian Ministry of Family Affairs; Ministry of Education		Timeframe: 1997-1999 (2000-2009) Language: Norwegian and English

Outputs: Didactic guidelines, resource books, reviews of textbooks, lesson plans, articles



In-service teacher training courses and projects in Norway

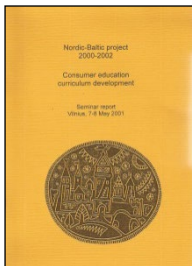
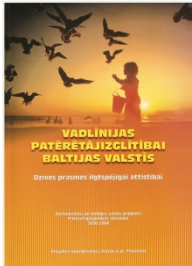
Title: In-service courses on consumer citizenship; and Focus on Consumer Citizenship Education project		Description: As a follow-up to the national consumer education conference of Nov. 1999, a professional team visited teacher training colleges and universities throughout Norway in order to help put consumer education on the agenda of teacher training and to map the needs of the institutions in this respect. In-service courses were also held for teachers in many parts of Norway.
Coordinated by: Hedmark University of Applied Sciences, Hamar, Norway  and Norwegian Consumer Council 	Location: In-service courses held through-out Norway. The Focus on Consumer Education Project took place in 24 teacher training colleges and universities in Norway.	Participants: The Norwegian Regional Education offices assisted in coordinating the seminars. The Focus team was lead by Heiko Steffens, Technical University of Berlin and president of the German Federation of Consumer Associations and Victoria W. Thoresen, Hedmark University of Applied Sciences
Sponsors: Norwegian Ministry of Children, Equality and Social Inclusion	 NORWEGIAN MINISTRY OF CHILDREN, EQUALITY AND SOCIAL INCLUSION	Timeframe: 1999-2003 Language: Norwegian, English
Outputs: Consumer citizenship education used as main theme for teacher students' practical projects in several colleges. Interdisciplinary collaboration on consumer citizenship themes initiated. Regular contributions to national annual consumer education conferences, to the periodical "Skolemagasinet" and to the national website: "Skolenett"  – fra Utdanningsdirektoratet  Fagavis for læremidler og skoleutvikling		

Nordic projects

Title: Core Life Skills		Description: These projects brought together educators and policy makers in several seminars to examine how to improve consumer education in each country. The seminars focused on core life skills as defined by the WHO and UNESCO in 1994 and how to develop curricula and best teaching practices related to core life skills.
Coordinated by:	Location:	Participants:

Hedmark University of Applied Sciences, Hamar, Norway  Norwegian Consumer Council 	Sweden, Denmark, Iceland, Greenland, Færøy Islands, Finland, Norway	Swedish Consumer Agency, Danish Consumer Protection Board, Pedagogical University of Iceland, Helsinki University, Hedmark University of Applied Sciences
Sponsors: Nordic Council of Ministers		Timeframe: 1999-2003 Language: English and Nordic languages
Outputs: Adaptation of the Nordic Consumer Education Guidelines to each country, and Nordic research and development seminars in each country.  		

Nordic Baltic project		
Title: Consumer Education and Curriculum Development		Description: This project focused on awareness-raising of the importance of consumer education and on capacity building for the carrying out consumer education. It included translating and adapting existing materials and lesson plans to national circumstances as well as the creation of a generic Nordic-Baltic consumer education curriculum.
Coordinated by: Hedmark University of Applied Sciences, Hamar, Norway 	Location: Latvia, Estonia, Lithuania, Sweden, Iceland, Norway, Denmark	Participants: Hedmark University of Applied Sciences, Norwegian Ministry of Children and Family Affairs, Norwegian Consumer Council, Swedish Consumer Agency, Jaan Tonisson Institute (Estonia) Estonian Consumer Protection Board, Tallinn Pedagogical University (Estonia), Latvian Centre for Curriculum Development, Latvian University of Agriculture; Latvian Consumer Rights Protection Centre; Lithuanian Center for Civic Education; Lithuanian Ministry of Education and Science; Vilnius Pedagogical University
Sponsors: Nordic Council of Ministers; Norwegian Ministry of Children,		Timeframe: 2000-2002 Language: English, Nordic languages, Latvian, Estonian,

Equality and Social Inclusion		Lithuanian, Russian
Outputs: Teaching guidelines, a prototype curriculum, recommendations for national adaptation of the prototype curriculum, and national dissemination seminars.		
  		

European Comenius project		
Title: Developing Consumer Citizenship		Description: The main objective of this project was to further co-operation between European countries in the field of consumer education in the context of citizenship development on the level of compulsory initial teacher training as well as graduate teacher training. This project dealt with the following issues: How can consumer education contribute to a wider vision of the consumer as an active, responsible participant in the development of a just and safe world? In what ways does the exercise of citizenship include the practice of aware, critical choices in the marketplace? To what extent are lifestyles which neither limit the development of other human beings nor destroy the world's environment prerequisites for being a good citizen?
Coordinated by : Hedmark University of Applied Sciences, Norway 	Location: Portugal, Sweden, Latvia, Lithuania, Estonia, Norway, U.K.	Participants: National Consumer Council of the U.K.; University of North London, U.K; Hedmark University of Applied Sciences, Norwegian Ministry of Children and Family Affairs, Norwegian Consumer Council, Swedish Consumer Agency, Jaan Tonisson Institute (Estonia)Estonian Consumer Protection Board, Tallinn Pedagogical University (Estonia), Latvian Centre for Curriculum Development, Latvian University of Agriculture; Latvian Consumer Rights Protection Centre; Lithuanian Center for Civic Education; Lithuanian Ministry of Education and Science; Vilnius Pedagogical University, Suhre Seminarium, Denmark; Lisbon School of Higher Education, Portugal; Uppsala University, Sweden; Iceland University of Education; SIFO, Norway; Consumer Institute, Portugal.
Sponsors: Socrates Programme of the European		Timeframe: 2001-2004

Commission, Directorate of Education and Culture; Norwegian Ministry of Children and Family affairs		Language: English
Outputs: Courses, websites, teaching guidelines and a prototype curriculum, national dissemination seminars.		

European Erasmus Network Project		
Title: The Consumer Citizenship Network (CCN)	  Target groups: Teachers in higher education in general and teacher trainers in particular.	Description: The Consumer Citizenship Network was an interdisciplinary network of educators, researchers and civil society organizations. It focused on the balance between material and non-material well-being and examined how ethical values can be implemented in conscientious participation in the market. CCN worked to develop the concept of consumer citizenship; analyze what elements of consumer citizenship already exist in higher education and particularly in teacher training; stimulate and coordinate research about consumer citizenship; survey curriculum provision of consumer citizenship education in universities and schools; describe and analyze different practices; identify common competences; develop good practice for teaching and accessing consumer citizenship education; and create training materials for teachers teaching consumer citizenship. The Consumer Citizenship Network dealt with the following topics: 1) <i>How can the consumer citizen deal with the ethical challenges of prosperity?</i> 2) <i>How can the media and ICT be constructive tools for the consumer citizen?</i> 3) <i>What are the consumer citizen's rights and responsibilities regards food, transport, housing, energy use and person</i>

		<i>finances?</i> 4) <i>What contributions can the consumer citizen make toward the eradication of poverty in the world?</i> 5) <i>How can awareness and social involvement be stimulated the consumer citizen?</i> 6) <i>How can sustainable consumption best be taught?</i>
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: 	Participants : (AT) College of Education (AT) College of Education Graz-Eggenberg (BE) Catholic Institution for Higher Education (University of Professional Education) (BE) Catholic Hogeschool South-West-Flanders (University of Professional Education) (BE) Strategic Design Scenarios (BG) "Angel Kanchev" University of Rousse (BG) Agricultural University - Plovdiv (BG) Bulgarian National Consumers Association (BG) Europartners 2000 foundation (BG) University of Food Technologies (BG) Plovdiv University "PAISII HILENDARSKI" (BG) Sofia University "St. Kliment Ohridski" (BG) Technical University of Varna (BG) Varna University of Economics (CY) Cyprus Consumers Association, School for Adult Education (CZ) Consumer Protection Association of the Czech Republic (SOS) (CZ) Generation Europe Foundation (CZ) Technical University of Ostrava, Faculty of Economics (CZ) Tomas Bata University in Zlin (DK) KDAS, Copenhagen Day and Evening College of Education (DK) N. Zahles Teacher College, Center for Higher Education Copenhagen and North Zevland (DK) Suhr's University College (DK) The Danish University of Education, Dep. of Curriculum Research (EE) Consumer Protection Board of Estonia (EE) University of Tallinn, Department of Government (EE) The Jaan Tonisson Institute (FI) Consumer Agency of Finland (FI) International Environment Forum (FI) Jyväskylä Polytechnic (School of Tourism and services Management) (FI) University of Joensuu, Department of Teacher Education (FI) University of Helsinki, Department of Home Economics and Craft Science, Faculty of Behavioural Sciences (FI) University of Helsinki, Faculty of Teacher Education

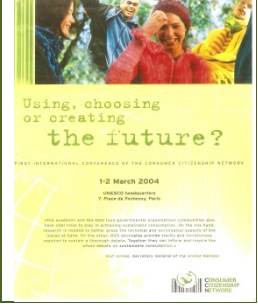
		(FR)	National Consumers' Institute
		(FR)	United Nations Educational, Scientific and Cultural Organization - UNESCO, Section for Science and Technology Education
		(FR)	UNEP, United Nations Environment Programme, Division Technology Industry and Economics
		(DE)	Federation of German Consumers Organisations
		(DE)	University of Applied Science Osnabrück
		(DE)	University of Kassel, Department for Management and Economics
		(DE)	University of Paderborn, Faculty of Natural Sciences, Department Exercise & Health
		(DE)	University of Hannover, Department of Marketing and Consumer Research
		(DE)	IMUG Institute for Market Environment Society at the Leibniz University of Hannover
		(GR)	Technological Educational Institution of Thessaloniki
		(GR)	Harokopio University, Department of Home Economics and Ecology
		(HU)	Budapest Tech
		(HU)	Association of Conscious Consumers
		(IS)	Society for Life-skill Teachers in Upper Secondary School
		(IS)	Consumers association of Iceland
		(IE)	Curriculum Development Unit
		(IE)	Institute of Technology Carlow, Wexford Campus
		(IT)	ACU Association of Consumers and Users Non Profit NGO
		(IT)	ANCC-COOP National Association Cooperatives Consumers
		(IT)	Milan Polytechnic
		(IT)	IRES Social and Economic Research Institute
		(IT)	Technical Regional Research Center On European Consumption
		(IT)	Technical University of Bari
		(IT)	University of Bari
		(IT)	University of Florence - Faculty of Economics
		(LV)	Latvia University of Agriculture, Institute of Education and Home Economics
		(LV)	Daugavpils University
		(LV)	The Latvian Association of the Teachers of Practical Subject (PMPMA)
		(LV)	Rezekne Higher Education Institution, Faculty of Pedagogy
		(LV)	Latvian Association of Language Teachers (LALT)
		(LV)	Riga Technical University, Institute of languages
		(LV)	Latvian University, Pedagogical and Psychological Faculty
		(LI)	Vilnius Pedagogical University
		(MT)	University of Malta
		(MT)	Information & Client Affairs Directorate
		(NL)	HAS Den Bosch, University of Professional Education

		(NL) Free Consumers Association
		(NL) UniC, part of Public Continualional (secondary) Education Foundation Utrecht
		(NO) Akershus University College
		(NO) University of Bergen, Department of Administration and Organization Theory
		(NO) National Institute for Consumer Research
		(NO) University of Stavanger
		(NO) The Consumer Council of Norway
		(NO) Oslo University College, Faculty of Education
		(NO) The Ideas Bank
		(PL) Academy of Humanities and Economics in Lodz
		(PL) Rzeszow University, Biology and Agriculture Department
		(PL) Koszalin University of Technology
		(PL) College of Business and Commerce in Wroclaw
		(PL) University of Finance and Management in Bialystok
		(PT) Consumer Institute
		(PT) EVORACONTA - Consultants Office in Management
		(PT) Institute of Economics and Business Administration Technical University of Lisbon
		(PT) Lisbon Higher School of Education
		(PT) Politechnical Institute of Beja, Educative Superior School of Beja
		(PT) DECO - Portugese Consumer Association
		(PT) Setúbal's Higher School of Education
		(PT) The Portugese Open University
		(PT) University of Algarve
		(RO) Romanian Association for Consumer Protection
		(SK) Consumer Institute
		(SK) University of Economics in Bratislava
		(SK) Association of Consumer Organizations in Slovakia
		(SK) Association of Slovak Consumers
		(SI) Slovene Consumers Association
		(SI) University of Promorska, Faculty of Management Koper
		(SI) Notranjska Regional Park
		(ES) Directorate Consumers Protection
		(ES) European School of Consumers
		(SE) Swedish Consumer Agency
		(TR) Maltepe University, Faculty of Economics and Administrative Science
		(TR) Kadir Has University
		(UK) Angelia Polytechnic University
		(UK) Consumers International
		(UK) Liverpool John Moores University
		(UK) London Metropolitan University
		(Argentina) Universidad Naeional de Tres de Febrero
		(Canada) Mount Saint Vincent University
		(Colombia) Universidad del Bosque
		(Croatia) Principles in Action
		(India) Consumer Education Society

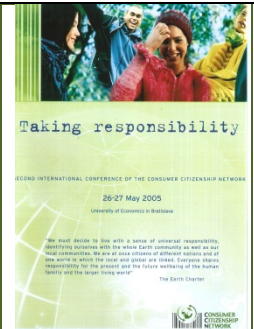
		(Kenya) Youth Education Network (Malawi) Lilongwe Teacher training College (Namibia) Ongwediva College of Education (Ukraine) Social Development Support Agency (USA) The New Earth (Sri Lanka) Strategic CSR Futures Ltd (Japan) College of Human Life and Environment, Kinjo Gakuin University (Japan) Musashi Institute of Technology, Faculty of Environment & Information Studies (Burkina Faso) Association NEEDED (Japan) University of the Ryukyus
Sponsors: UNESCO, UNEP, European Erasmus Thematic Network Program, Socrates; Norwegian Ministry of Children, Equality and Social Inclusion; Norwegian Ministry of Education		Timeframe: 2003-2009 Language: English with translations of materials in numerous European languages. The Teaching/Learning Guidelines has been translated from English into Norwegian, Portuguese, Bulgarian, Russian, Latvian, Czech and Italian.
Outputs: Courses, websites, teaching guidelines, active learning methodologies, social innovation learning methodologies, prototype curricula, teacher training seminars, national dissemination seminars, conference proceedings, research. CCN's series of publications entitled, " <i>Promoting New Responses</i> " has been very popular, resulting in CCN2 having to reprint several editions. The book " <i>The Consumer-a Fellow Human Being</i> " was published (three printings) by the Norwegian Ministry of Children, Equality and Social Inclusion in cooperation with CCN2 and distributed to schools and libraries throughout Norway.		
 		

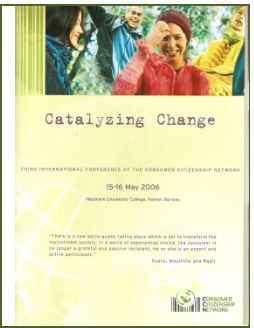


CCN International conferences

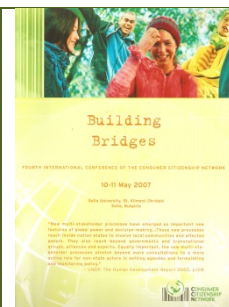
Title: Using, Choosing or Creating the Future?		Description: The first international CCN conference focused on what the consumer citizen knows and what they need to know to make responsible decisions. It reflected upon what has been done and what can be done to ensure global equity, compatibility and sustainable consumption. The conference also examined who the consumer is and who he/she needs to become to ensure the growth of a civilization characterized by qualities of justice, good governance, generosity and caring.
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: UNESCO headquarters, Paris, France	Participants: 165 participants from 33 countries
Sponsors: 		Timeframe: 1-2 March 2004 Language: English
Outputs: 45 research and development papers presented. Conference proceedings were published.		

Title: Taking Responsibility As a Consumer Citizen		Description: The second international CCN conference examined how mature civic involvement can affect the development of a
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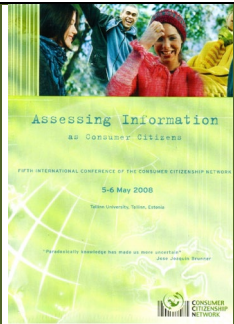
		more just and caring global society. The participants discussed and exchanged experiences about how “taking responsibility” can be taught in higher education particularly in relation to consumer citizenship education. The conference dealt with: - how taking responsibility contributes to dignity and self-worth; - how the responsibilities of the individual, particularly in his/her role as a consumer, can be identified; - how the responsibilities of the individual differ from those of business and governments; - how the individual fulfils his/her responsibilities; - how one learns to be responsible; - how the spirit of selfless community service can be developed in children and youth; - how being responsible can be enjoyable.
Coordinated by: Hedmark University of Applied Sciences, Norway  And the University of Economics in Bratislava	Location: Bratislava, Slovakia 	Participants: 147 participants from 35 countries attended.
Sponsors: 		Timeframe: May 26-27, 2005 Language: English
Outputs: 50 research papers were presented at the conference and there was an exhibition by The Sustainable Everyday Project containing an extensive, interactive presentation of scenarios, projects and real cases of sustainable solutions for responsible lifestyles. Conference proceedings were published and a selection of the best research papers were published in the Promoting New Responses series.		

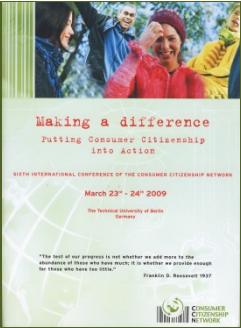
Title: Catalyzing Change		Description: The third international CCN conference. The central theme was how the consumer citizen can trigger constructive change in a world characterized by dramatic and rapid transitions. The conference focused on consumers as <i>agents for constructive change</i>. The following issues were examined: - Which incentives contribute to the development of consumer citizenship? - What can be done to transform the consumer’s frustrations and uncertainties into change-creating energy? - How can consumer citizens contribute to improving public discourse and informed debate? - How can responsiveness, transparency, and trust between the producer and the consumer be stimulated? - How can consumer citizens use scientific research to create sustainable lifestyles?
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		-How can commitment and consistency to sustainable consumption be promoted?
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: Hedmark University of Applied Sciences, Hamar, Norway	Participants: 150 participants from 27 countries attended
Sponsors: 		Timeframe: May 15-16, 2006 Language: English
Outputs: 32 papers and posters. Conference proceedings were published and a selection of the best research papers were published in the Promoting New Responses series		

Title: Building Bridges		Description: The fourth international CCN conference dealt with “Building Bridges” in two contexts: stakeholder involvement and transdisciplinary cooperation. The conference examined what characterizes stakeholder involvement and how it can contribute to stimulating sustainable development. It analyzed some of the challenges to the process of bridging the gaps between educational and professional disciplines.
Coordinated by: Hedmark University of Applied Sciences, Norway  And the University of Sofia	Location: University of Sofia, St. Kliment Ohridsky, Bulgaria 	Participants: 221 persons from 33 countries attended. The CCN joined with the Comenius E-cons network for the first part of the conference.
Sponsors: 		Timeframe: Language: English
Outputs: 32 presentations and posters were made at the conference. There were panel debates, exhibitions and films. Conference proceedings were published and a selection of the best research papers were published in the Promoting New Responses series.		

Title: Assessing Information As a Consumer Citizen		Description: The fifth international CCN conference focused on how consumers and citizens deal with the information which they encounter daily and how critical assessment of information can be taught. The conference focused on:
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		-What information do consumers want and what do they need? -Which information goods and services improve market transparency? -What information should scientists, producers, governments, media, teachers, and interest organizations provide to enable consumers to make responsible shopping decisions? -What is necessary for information to be effectively and reliably transmitted and analyzed? -To what extent does consumers' trust in prices and labels as valid indicators of quality encourage or undermine the consumers' interest and ability to acquire information? -How can consumer citizenship education deal with the cognitive, emotional, social and economic influences on consumer's capacity to process information? -How can consumers break codes and identify hidden messages in commercial information?
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: Tallinn University, Estonia  TALLINNA ÜLIKOOL	Participants: 130 participants from 32 countries
Sponsors: 		Timeframe: 4-5 May, 2008 Language: English
Outputs: 36 presentations were made at the conference. There were panel debates, exhibitions and films. Conference proceedings were published and a selection of the best research papers were published in the Promoting New Responses series.		

Title: Making a Difference: Putting Consumer Citizenship into Action		Description: Sixth International CCN Conference investigated the proactive role of the consumer in the transition to more sustainable human development around the world. Central topics which were focused on were: understanding consumer citizenship behaviour; education for consumer citizenship; and cooperation to further consumer citizenship.
Coordinated by: Hedmark University of Applied Sciences, Norway	Location: Technical University of Berlin, Germany	Participants: 200 persons from 40 countries attended.

 And the Technical University of Berlin		
Sponsors: 	    United Nations Educational, Scientific and Cultural Organization	Timeframe: 23-24 March 2009 Language: English
Outputs: 62 research papers were presented on a wide variety of themes. There were panel debates, exhibitions and films. Conference proceedings were published and a selection of the best research papers were published in the Promoting New Responses series.		

Title: International Student Essay Competition		Description: 1500 & 2000 word original essay, cartoon series, song, or the like on the topics of: 2008: <i>Assessing Information as a consumer citizen</i> 2009: <i>Making a difference—putting consumer citizenship into action</i> 2011: <i>Enabling Responsible Living</i>
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: Tallin, Estonia (2008) Berlin, Germany (2009) Istanbul, Turkey (2011)	Participants: Any student regularly enrolled in and attending classes at any or CCN/PERL partner colleges/ universities was eligible to enter.
Sponsors:  	   	Timeframe: 2008, 2009, 2011 Language: English
Outputs: Authors of the winner essays participated in the CCN/PERL conferences		

CCN related projects

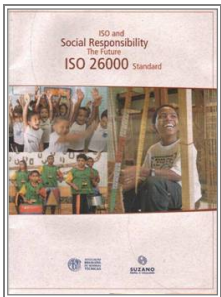
Title: European Council course on Consumer Citizenship		Description: Consumer citizenship education deals with developing knowledge of and insight into the consequences of our attitudes and actions in relation to the lifestyle choices we make. The aim of the course was to assist teachers in
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		preparing, carrying out and evaluating learning situations which will help students become critical, aware and knowledgeable consumers who have reflected upon their values and the quality of life they are seeking. The course focuses upon how to empower young people to actively participate in contributing to a sustainable future through their interaction with society, the market and the environment.
Coordinated by: Hedmark University of Applied Sciences, Norway  	Location: Hamar, Norway	Participants: Teachers and teacher trainers from Albania, Austria, Bosnia and Herzegovina, Bulgaria, Czech Republic, Cyprus, Estonia, Germany, Greece, Hungary, Latvia, Lithuania, Malta, Norway, Poland, Portugal, Romania, Slovenia, Spain, Turkey
Sponsors: European Council, Norwegian Ministry of Education	 	Timeframe: June 2007 Language: English
Outputs: In-service teacher training, capacity building, networking, testing of CCN learning materials		

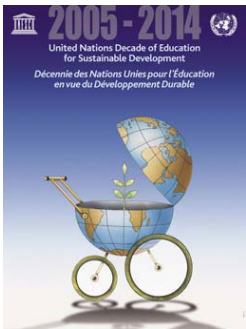
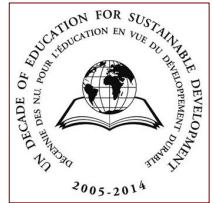
Title: EPICA: European Intensive study course on Consumer Affairs	 Target groups: Undergraduate students from the countries of the participating higher education institutions.	Description: The aim of the EPICA Programme was to share the knowledge of the 5 High Education Institutions (all CCN partners) in the field of Consumer Citizenship Education, over two weeks. The students created some innovative materials by using the Moodle e-learning platform. In this IP there were four main themes: * The role of the European citizen in a globalizing world, * Sustainable consumption and production, * Cultural diversity and interdependence, * Social responsibility and citizenship.
Coordinated by:  And Setúbal College of Education- Polytechnic Institute	Location: Setúbal, Portugal	Participants: -Setúbal College of Education - Polytechnic Institute of Setúbal, Portugal -Rezekne Higher Education Institution, Latvia -Suhr's Metropolitan University College, Denmark -University of Economics – Varna, Bulgaria -Vilnius Pedagogical University, Lithuania -Hedmark University of Applied Sciences, Norway
Sponsors:		Timeframe: June 20-July 7, 2009

European Commission Socrates Program	 Lifelong Learning Programme	Language: English
Outputs: 3 ESCT credits for each participant, testing of teaching methodology and Moodle platform		

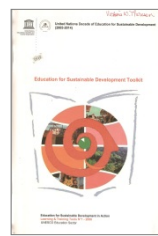
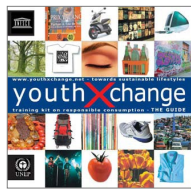
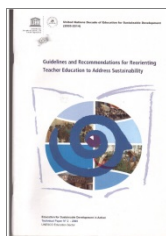
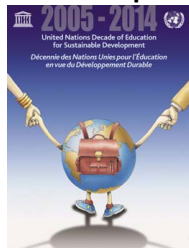
Title: Consumer Citizenship Curriculum		Description: A curriculum for teaching consumer citizenship suitable for the Lithuanian situation was created through a series of seminars and staff exchange between Vilnius pedagogical University and Hedmark University of Applied Sciences. The project concluded with contributions to a national Symposium: "The impact of globalization on the development of social economy and well-being of children--Consumer citizenship education"
Coordinated by: VILNIAUS PEDAGOGINIS UNIVERSITETAS  and Hedmark University of Applied Sciences, Norway 	Location: Vilnius, Lithuanian and Hamar, Norway	Participants: Staff from Vilnius Pedagogical University and from Hedmark University of Applied Sciences as well as National Curriculum Developers from each country.
Sponsors: Norway grants, VILNIAUS PEDAGOGINIS UNIVERSITETAS	 	Timeframe: 2010-2011 Symposium: October, 2010 Language: English and Lithuanian
Outputs: Curriculum for teacher training in consumer citizenship education in Lithuania. Staff seminars in Vilnius and Hamar. Staff exchange. International symposium with session specifically on consumer citizenship education.		

Title: Creation of International Standard 26000-Social Responsibility		Description: The ISO 26000-social responsibility standard was prepared over a five year period by the ISO/TMB Working Group on Social Responsibility in which CCN/PERL/Hedmark University of Applied Sciences participated as a member of the Norwegian delegation and mirror group and the consumer stakeholder expert group. The ISO 26000 standard provides guidance on the underlying principles of social responsibility, recognizing social responsibility and engaging stakeholders, the core subjects and issues pertaining to social responsibility and on ways to integrate socially responsible behavior into an organization.
Coordinated by: Hedmark University of	Location: Sydney, Bangkok,	Participants: Victoria W. Thoresen plus ca 400 stakeholders and committee

Applied Sciences, Norway 	Santiago, Vienna, Copenhagen, Oslo	members
Sponsors:  International Organization for Standardization		Timeframe: 2005-2010 Language: English
Outputs: Approved international guidance standard on social responsibility		

Title: National and international Contributions to initiatives supporting the Decade on Education for Sustainable Development		Description: Hedmark University of Applied Sciences, through its various projects such as CCN and PERL, have assisted UNESCO and UNEP in planning and carrying out a number of workshops at international conferences about the U.N. Decade on Education for Sustainable Development and at international events such as the COP-15 in Copenhagen December 2009. CCN and PERL have distributed many of the DESD publications and lead workshops based on the DESD toolkits. They have also participated in translating and adapting YouthXchange in various countries. By proposing programs on education for sustainable consumption and sustainable lifestyles for the 10 Year Framework of Programs proposed by the Commission on Sustainable Development and the Marrakech SCP Process, PERL has tried to support putting education for responsible living on the international agenda as an important aspect of ESD.
		Hedmark University College also hosted the launching of the UN Decade on ESD in Norway in 2005
Coordinated by:  United Nations Educational, Scientific and Cultural Organization  UNEP Hedmark University of Applied Sciences, Norway 	Location: St.Petersburg, Russia Gotland, Sweden Gothenburg, Sweden; Paris, France; Brussels, Belgium; Berlin, Germany; Ahmedabad, India; Barcelona, Spain; Bordeaux, France; Bonn, Germany; Hamar, Norway	Participants: The number of participants varied at each workshop /seminar /conference. At the international conferences there were sometimes over a thousand participants. At the regional conferences there were between 600 and 800. At the national conferences there have been usually between 100 and 200.
Sponsors:  United Nations Educational, Scientific and Cultural Organization 		Timeframe: 2005-2011 Language: English, French

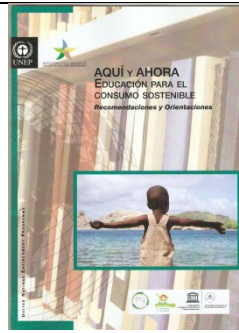
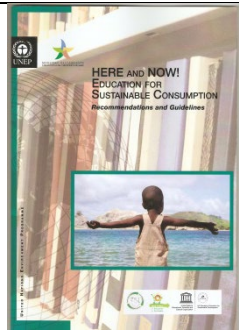
Outputs



Title: Various projects in collaboration with The Marrakech Process on Sustainable Consumption and Production		Description: Hedmark University of Applied Sciences, through its projects CCN and PERL, have collaborated with UNEP and the Marrakech Task Forces on Education for Sustainable Consumption (lead by Italy) and the Task Force on Sustainable Lifestyles (lead by Sweden). The production and dissemination of “Here and Now! Education for Sustainable Consumption” (see details below) was a central project as was the integrating of the project partners of the Sustainable Lifestyles Task Force and further support of their activities into PERL. PERL contributed to the CSD18 and 19 and at intercessional meetings (see details below). With the support of the Marrakech Task Force on Sustainable Lifestyles and UNEP, PERL established regional networks in Latin America, Africa and Asia-Pacific. The PERL regional networks have with the help of Hedmark University of Applied Sciences carried out themselves numerous projects.
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: U.N., NYC, USA; Paris, France; Oslo, Norway; Panama City, Panama; Barcelona, Spain; Mexico City, Mexico; Buenos Aires; Arg. Mbabane, Swaziland; Nairobi, Kenya;	Participants: For complete list of participants see list under PERL. Coordinators for: -The PERL regional network in Latin America is Consumers International, Santiago, Chile. -The PERL regional network in Asia/Pacific is IGES, Japan -The PERL regional network in Africa is Consumers International, South Africa.
Sponsors: 		Timeframe: 2009-2011 Language: English, Spanish
Outputs:		



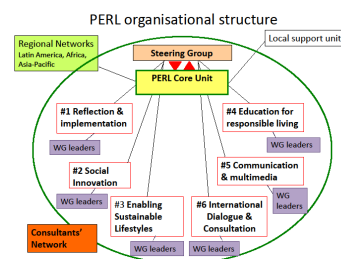
Title: Here and Now! Education for Sustainable Consumption		Description: <i>Here and Now, Education for Sustainable Consumption</i> is a compilation of recommendations and guidelines and consists of three documents: (I) <i>“Addressing the challenges”</i> : is a document written for policy makers and contains rationale for education for sustainable consumption and including suggestions for action plans; (II) <i>“Optimizing opportunities”</i> : is for educational authorities, teacher trainers and teachers and contains core curriculum suggestions; (III) <i>“Relevant resources”</i> : is an overview of resources and teaching materials providing references to theoretical research and practical materials, as well as web links.
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: Hamar, Norway	Participants: Victoria W. Thoresen, Hedmark University of Applied Sciences, was author of the document which contained numerous references to material from the Consumer Citizenship Guidelines.
Sponsors:    	 CONSUMER CITIZENSHIP NETWORK	Timeframe: 2009-2010 Language: Original language English, translated into Spanish, French, Chinese, German, Greek
Outputs:		



PERL

The Partnership for Education and Research about Responsible Living

PERL Erasmus Academic Network		
Title: The Partnership for Education and Research about responsible Living	 (2009-2012) (2012-2015)	Description: PERL is a partnership of researchers, educators and practitioners, from over 140 institutions in more than 50 countries, who are aware of the urgent need for individuals and society to significantly rethink and reorient the choices they make and the manner in which they live their lives in order to reduce the negative impacts of climate change and financial instability, ensure more just distribution of resources and foster sustainable, dignified human development for all. PERL focuses on the values upon which sustainable human development is based. It carries out research and education for behavior and policy change towards more responsible, sustainable living. PERL is helping 'consumers' to become more informed, responsible and active citizens who can contribute to constructive change through the way they choose to live. The work of PERL is founded on the understanding that schools can be important agents of social change through transformative education. PERL acknowledges the interrelatedness of consumption and development, and seeks to build collaborative partnerships based on principles of equitable growth and collective social learning. PERL partners: - research social innovation and responsibility; - give visibility to creative communities that collaboratively invent new ways of living; - promote education for sustainable consumption; - stimulate consumer citizenship; - develop teaching methods and materials; - provide references and guidance; - produce recommendations for sustainable lifestyles and education for sustainable consumption. PERL is based on the work of the Consumer Citizenship Network (2003-2009), and is a European Erasmus thematic network as well as an international project covering four continents.
Coordinated by : Hedmark University of Applied Sciences, Norway	Location: Across the globe	Participants: (AT) Catholic University College for Education Graz (BE) VIVES, University College (BE) Strategic Design Scenarios



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

- (BE) European Environmental Bureau
- (BG) Europartners 2000 Foundation
- (BG) University of Food Technologies
- (BG) Plovdiv University "Paisii Hilendarski"
- (BG) Sofia University "St. Kliment Ohridski"
- (BG) Technical University of Varna
- (BG) University of Economics - Varna
- (CY) Cyprus Consumer Association
- (CZ) SOS - Customers Protection Association
- (CZ) Generation Europe
- (CZ) Technical University of Ostrava
- (CZ) Tomas Bata University in Zlin
- (DE) Technical University of Berlin
- (DE) Federation of German Consumers Organisation
- (DE) Universität Kassel
- (DK) University College Copenhagen, UCC
- (DK) Danish School of Education University of Aarhus
- (DK) Suhr's Metropolitan University College
- (EE) Consumer Protection Board
- (ES) Consumer Institute of Castilla-La Mancha
- (FI) Consumer Agency of Finland
- (FI) University of Helsinki
- (FR) National Institute of Consumption Institute
- (FR) United Nations Educational, Scientific and Cultural Organization
- (FR) United Nations Environment Programme, Div Technology Industry
- (UK) Consumers International
- (UK) Liverpool John Moores University
- (SK) University of Economics in Bratislava
- (SK) Association of Consumer Organizations in Slovakia
- (SK) Association of Slovak Consumers
- (TR) Maltepe University
- (TR) Kadir Has University
- (IS) Consumers Association of Iceland
- (IS) Society for Life-skill Teachers
- (NO) The Ideas Bank
- (NO) SIFO, National Institute for Consumer Research
- (NO) Akershus University College
- (GB) Lancaster University
- (FR) ENSCI Les Ateliers
- (FI) International Environment Forum
- (NO) University College Oslo
- (EE) University of Tallinn
- (IE) St. Angela's College
- (PT) Instituto Superior de Ciencias Sociais e Politicas
- Institute of Social and Political Sciences
- (ES) MAG, Estudios de Consumo
- (FR) La 27e Region
- (PT) University of Porto, Faculty of Science -

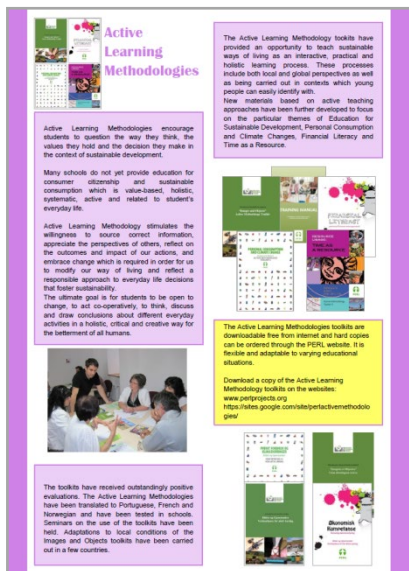
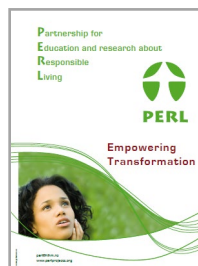
		Faculdade de Ciencias da Universidade do Porto
(DE)	UNEP/Wuppertal Institute Collaborating Centre on Sustainable Consumption and Production CSCP	
(SE)	Malmo Hogskola	
(PT)	Santa Maria Primary and Secondary School – Agrupamento no 1 de Beja – EBI de Santa Maria	
(EL)	Harokopio University	
(HU)	Óbuda University	
(IE)	CDVEC Curriculum Development Unit	
(IE)	Carlow Institute of Technology	
(IT)	Milan Polytechnic University	
(IT)	Social and Economic Research institute	
(IT)	Technical Regional Research Center on European Consumption	
(LI)	Vilnius Pedagogical University	
(LT)	Latvia university of Agriculture	
(LV)	Riga Technical University	
(LV)	Rezekne Higher Education Institution	
(LV)	Latvian Association of Language Teachers	
(LV)	University of Latvia	
(MT)	University of Malta	
(NL)	KPC Group’s Hertogenbosch	
(NL)	Free Consumers Association	
(PL)	Academy of Humanities and Economics in Lodz	
(PL)	Rzeszow University	
(PL)	University of Finance and Management in Bialysto	
(PT)	EVORACONTA – Consultants in Management, Inc.	
(PT)	Lisbon Higher School of Education	
(PT)	Politechnical Institute of Beja	
(PT)	Setúbal’s College of Education	
(PT)	The Portuguese Open University in Porto	
(PT)	The Portuguese Open University in Lisbon	
(PT)	University of Algarve	
(PT)	Consumer Directorate General	
(RO)	Romanian Association for Consumer Protection	
(SE)	University of Uppsala	
(SI)	Slovenian Consumers Association	
(SI)	LUTRA Institute for Conservation of Natural Heritage	
(FI)	Aalto University School of Art and Design	
(SI)	EGEA, Institution for Nature	
(ES)	Autonomous University of Barcelona Forum Idea	
(SE)	Life-Link Friendship Schools	
(NO)	Green Everyday (Grønn hverdag)	
(SE)	Global Action Plan (GAP) International	

		(CA) Mount Saint Vincent University
		(CO) Universidad del Bosque
		(HR/IN) Principles in Action
		(KE) Youth Education Network
		(MW) Lilongwe Teacher Training College
		(UA) Social Development Support Agency
		(LK) Strategic CSR Futures
		(JP) Kinjo Gakuin University - College of Human Life and Environment
		(JP) Tokyo City University (formerly Musashi Institute of Technology)
		(BF) Association NEEED
		(JP) University of the Ryukyus Faculty of Education
		(USA) American Council of Consumer Interests
		(CO) Universidad de los Andes
		(NP) Hinterland Institute
		(KE) Cuts-Centre for International Trade, Economics, and Environment
		(AR) National University of "Tres de Febrero"
		(IN) Consumer Education Society
		(NA) Ongwedja College of Education
		(CL) Responsible Citizenship Foundation (Fundacion Ciudadano Responsable)
		(AR) IADS - Instituto Argentino para el Desarrollo Sustentable
		(ZA) International Foundation for Interdisciplinary Health Promotion
		(BR) Brazilian institute for Consumer Defence/ Instituto Brasileiro de Defesa do Consumidor - IDEC
		(AR) Consumidores Argentinos
		(CL) Consumers International, Latin America
		(ZA) Consumers International, Africa
		(CR) UCI University
		(TZ) Floresta
		(BR) Rural Federal university of Rio de Janeiro (BR) Universidade Federal Rural Do Rio De Janeiro, CPDA
		(JP) Institute for Global Environmental Strategies
		(MX) Colectivo Ecologista Jalisco
		(CN) Beijing Normal University, Environmental Education Center
		(CR) Eco Global
		(JP) National Institute on Environmental Studies (NIES)
		(ZA) Cape Town University
		(SN) African Communities Network Towards Sustainability
		(IN) SAG (Society in Action Group)
		(ZM) The Copperbelt University
		(ZA) Rhodes University

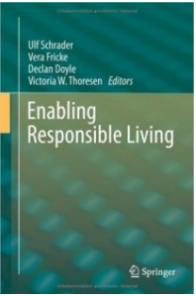
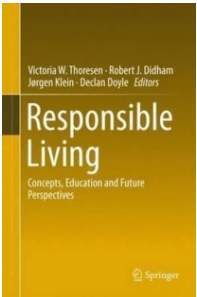
		(SZ) Swaziland Environment Authority (SZ) University of Swaziland (KE) Consumer Watch (AU) RMIT University (CN) Tongji Institute of Environment (ID) University of Indonesia (KR) Institute of Leadership and Common-Win Culture (TH) Chulalongkorn University (PE) Peruvian Association of Consumers and Users - ASPEC (AR) Asociación Civil Red Ambiental (ID) UNESCO Office, Jakarta (CL) UNESCO, Latin America region (PA) UNEP, Latin America Region (NL) Netherlands Enterprise Agency (TR) Istanbul University - Faculty of Political Science (HU) Association of Conscious Consumers (NL) LIFT, Innovations in sustainable living (SE) Swedish International Center for Education for Sustainable Development (SWEDESD) (UK) University of Brighton (NO) Norwegian Ministry of Children-, Equality and Social Inclusion (IT) Italian Ministry of Sea, Land and Environment (IS) Locatify Ltd. (FI) Demos Helsinki (SE) Swedish Consumer Agency (RO) Teacher Training Centre Bucharest (NO) University i Agder (UK) Adora Foundation (DE) Leuphana University of Luneburg
Sponsors: European Erasmus Academic Network Lifelong Learning Program; UNEP; UNESCO; Norwegian Ministry of Children, Equality and Social Inclusion; Italian Ministry of Land, Sea and Environment; Swedish Ministry of Environment		Timeframe: 2009-2012; 2012-2015 Language: English and with translations of materials in a wide variety of languages (French, German, Spanish, Italian, Greek, Norwegian, Slovenian, Lithuanian, Latvian, Korean, Japanese, Chinese, Russian, Bulgarian, Portuguese, Dutch, Finnish, Flamish, Slovakian, Icelandic)

Outputs:

Courses, websites, teaching guidelines, active learning methodologies, social innovation learning methodologies, prototype curricula, teacher training seminars, national and international dissemination seminars, conference proceedings, research, values-based indicators. Because the outputs of the PERL network are so extensive they are listed below in the categories in which PERL's work has been divided. In addition to this, general reports and evaluations of PERL's work have been made, brochures, posters, exhibitions and videos have been produced about PERL's initiatives



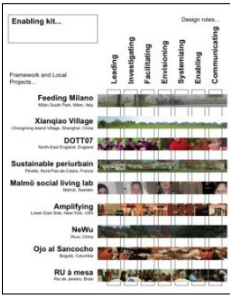
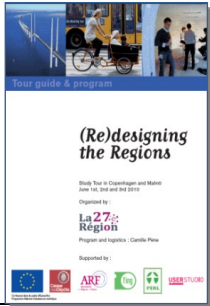


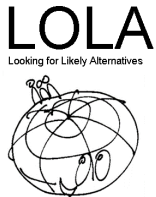
PERL focus areas:		Research
Title: Responsible living		Description: PERL has contributing to the public and scientific discourse through research, seminars and conferences. PERL partners and associates have carried out research about responsible, sustainable living throughout the duration of the projects. The research have been double peer-reviewed and the results have been published online, in conference proceedings and in books published by Springer publishers.
Coordinated by: Hedmark University of Applied Sciences, Norway	Location: Globally	Participants: PERL partners, associated partners and participants at PERL conferences
Sponsors:  Lifelong Learning Programme		Timeframe: 2009-2015 Language: English
Outputs: 	“Enabling Responsible Living”. The contents focus on “Understanding Responsible Living”, “Policies for Responsible Living”, “Education for Responsible Living”, and “Corporate Responsibility for Responsible Living”. The book consists of 13 double-blind peer reviewed interdisciplinary research articles. “Responsible Living, Concepts, Education and Future Perspectives”. This book is a compilation of articles dealing with topics related to advancing norms and policies about education for responsible living, about transforming learning environments and educational approaches, and about empowering youth and local communities. 	

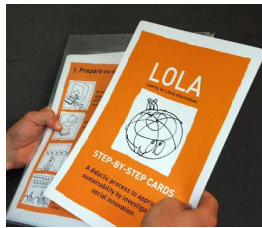
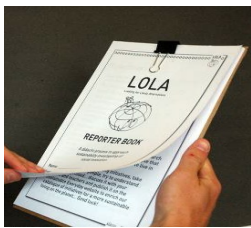
PERL focus areas:		Policy development
Title: Developing Education for Responsible living (Education for Sustainable Consumption) (Education for Sustainable Lifestyles)		Description: PERL has helped bring to the forefront of policy discussions and academic consultations the importance of education and research for sustainable, responsible consumption. PERL urges education institutions to reflect in their daily management the priorities given to sustainable development. PERL assists in the inclusion of themes, topics, modules, courses and degrees about education for sustainable consumption in established curriculum. This has been done through PERL's preparation and distribution of materials, case studies and guidelines and participation in conferences, meetings and seminars around the globe and, in particular, at recent UN Commissions on Sustainable Development. PERL is an accredited UN CSD-Partnership. PERL prepared an innovation brief about education for sustainable consumption (ESC) and presented case studies on the progress that Mexico, Japan and Mauritius have made in implementing ESC. PERL has collaborated closely with UNEP and the Marrakech Task Forces for Education for sustainable Consumption (Italy) and the Task Force for Sustainable Lifestyles (Sweden). PERL has also contributed to the OECD research on consumer education and their policy recommendations. PERL helped EU'S DG Health and Consumer Policy organize the educational part of the 2011 Consumer Summit. PERL has helped coordinate an Institutional Strengthening Project for UNEP on integrating ESC into national education policy in Indonesia, Tanzania and Chile. PERL contributed with workshops, side events, exhibitions and presentations at the Stockholm+40 and Rio+20 conferences. PERL has also contributed to the post-2015 process that resulted in the present Agenda 2030 Sustainable Development Goals.
Coordinated by : Hedmark University of Applied Sciences, Norway 	Location: 	Participants: Numerous PERL partners have been involved in these activities, in particular representatives of the PERL regional networks in Latin America and in Asia/Pacific.
Sponsors:   Lifelong Learning Programme	 United Nations Educational, Scientific and Cultural Organization  UN Decade of Education for Sustainable Development  REGERINGSKANSLIET Ministry of the Environment Sweden  NORWEGIAN MINISTRY OF CHILDREN AND EQUALITY	Timeframe: 2009- onward Language: English, French, Spanish

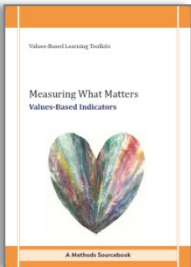
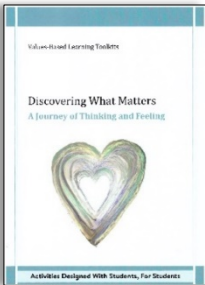
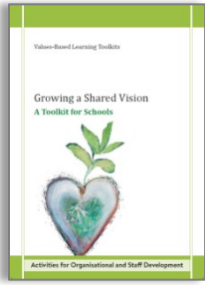
PERL focus areas:		Capacity building
Title: Empowering Transformation		Description: PERL works to strengthen connections between researchers, lecturers, teacher trainers, teachers and socio-economic actors and stakeholders. It enhances cooperation between professionals from diverse disciplines in order to develop integrated approaches to education for sustainable consumption. PERL also facilitates teaching and teacher-training which strengthens global, future-oriented, constructive perspectives within education for sustainable consumption.
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: Mexico, Chile, Argentina, Panama, Japan, Korea, Kenya, Swaziland, South Africa, Norway, Ireland, Finland, Estland, Lithuania, Latvia, Bulgaria, Italy, France, Germany, Portugal, Sweden, USA, U.K., Spain, Slovenia, Russia, Belgium, Hungary	Participants: PERL partners, teachers, teacher trainers, educational authorities, relevant ngo's.
Sponsors:  Lifelong Learning Programme  	 United Nations Educational, Scientific and Cultural Organization  UN Decade of Education for Sustainable Development  REGERINGSKANSLIET Ministry of the Environment Sweden  NORWEGIAN MINISTRY OF CHILDREN AND EQUALITY	Timeframe: 2009-onward Language: English and local languages
Outputs: PERL has created guidelines and lesson plans, held training seminars, learning centers, and workshops, and developed websites, distributed learning materials, etc. PERL has also held a think tank of experts on the direct and indirect consequences of the choices individuals make in their interaction with the market.		



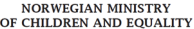
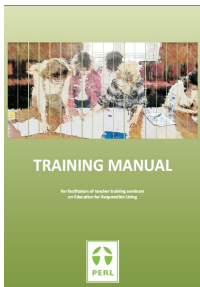
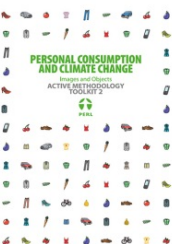
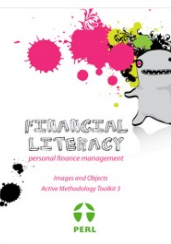
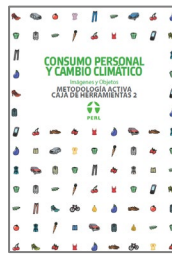
PERL focus areas:		Social innovation
Title: Sustainable Everyday Explorations (SEE2) and Sustainable Everyday Enabling Kit (SEEK) and DESIS		Description: PERL attempts to give visibility to creative communities that collaboratively invent new ways of living. Sustainable Everyday Explorations (SEE2) created an online site of interactive collaborative scenario building, a platform open to design school students, professors and to the public. SEEK: Sustainable Everyday Enabling Kit is a toolkit created in collaboration with schools, based on their concrete experience and enabling other schools to replicate what has been done. Each toolkit focuses on the everyday life of the pupils in the school.
Coordinated by: Hedmark University of Applied Sciences, Norway  Strategic Design Scenarios, Belgium: Milan Politechnical University	Location: Globally with workshops in Malmø, Sweden; Paris, France, Istanbul, Turkey; Wuxi, China; Nord-Pas-de-Calais, France; NYC, USA;	Participants: Design students and faculty, schools, local communities, and parents
Sponsors:  Lifelong Learning Programme		Timeframe: 2009-onwards Language: English, French
Outputs: A series of case studies on social innovation. www.SustainableEverydayExplorations.net and www.desis-network.org ; a draft Sustainable Everyday Enabling Kit toolkit; related workshops and training sessions.     		

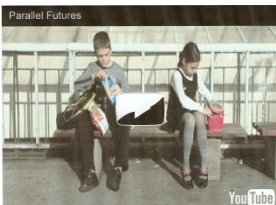
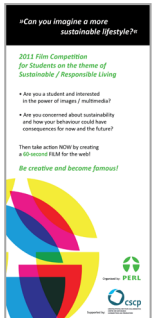
Title: Looking for Likely Alternatives 		Description: Looking for likely alternatives (LOLA) is a pedagogical tool for teachers and students which assist them in the process of identifying, evaluating and documenting cases of social innovation towards sustainable lifestyles in their own neighborhoods. The process brings the students out of the classrooms and in contact with “creative communities” who are already implementing sustainable solutions in their daily life and thereby increasing the learning potential of working
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		with cases. Students have made interviews and evaluations and shared their findings online and through exhibitions and reports. The LOLA website www.sustainable-everyday.net/lola contains information about the methodology, copies of the teaching packs, translations of the teaching pack, examples of usage, news updates, and blogs.
Coordinated by: Hedmark University of Applied Sciences, Norway  And Strategic Design Scenarios, Belgium	Location: Hamar, Norway and Brussels, Belgium, Brazil, Japan	Participants: LOLA Ambassadors in Portugal, Latvia, Italy, Ireland, France, Lithuania, Finland and Spain. Users in: Norway, Brazil, Columbia, Japan, Belgium, Germany and Bulgaria.
Sponsors:  Lifelong Learning Programme 	 United Nations Educational, Scientific and Cultural Organization  UN Decade of Education for Sustainable Development  REGERINGSKANSLIET Ministry of the Environment Sweden  NORWEGIAN MINISTRY OF CHILDREN AND EQUALITY	Timeframe: 2007-onwards Language: English, Portuguese, German, Japanese, Italian, Lithuanian, Spanish, Norwegian, Latvian, Slovakian, French, Finnish, Greek and Flamish
Outputs: Toolkits, translations of toolkits, teachers' guidelines, pamphlets, exhibitions, ambassador's kit, website.        		

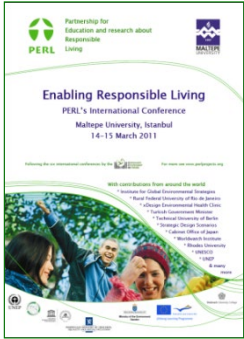
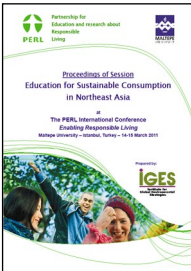
PERL focus areas:		Development of learning/teaching methods and materials
Title: <i>Values-based learning using indicators</i>		Description: Knowledge about the consequences of behaviour does not, in itself, appear to always determine the direction in which individuals steer their daily choices. Although some contend that people's actions are determined solely by external material conditions such as price and availability there are others whose research indicates that values can and often do motivate the choices people make. The PERL adapted the use of values-based indicators to schools and created 3 practical toolkits for use in schools.
Coordinated by: Hedmark University of Applied Sciences, Norway  with the assistance of University of Brighton, U.K.	Location: Europe, China, Latin America	Participants: International Environment Forum, University of Brighton, University of Economics in Bratislava, Slovakia, Adora Foundation.
Sponsors:  Lifelong Learning Programme		Timeframe: 2006-onward Language: English, Spanish, Dutch
Outputs: Three toolkits entitled, “Measuring What Matters - Values-based indicators”, “Discovering What Matters – A Journey of Thinking and Feeling” and “Growing a Shared vision – A Toolkit for Schools”. Pilot tests, training seminars, implementation.   		

Title: <i>Active Learning Methodologies using Images and Objects</i>		Description: PERL is has developed, tested, implemented, adapted and translated learning materials which focus on active learning methodologies using images and objects to stimulate students' associative skills and comprehensive understanding of sustainable, human development. <i>The Images and Objects Toolkits</i> are for facilitators
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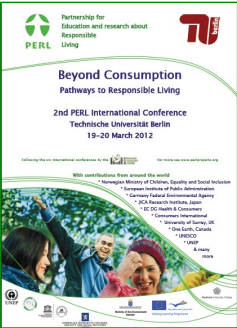
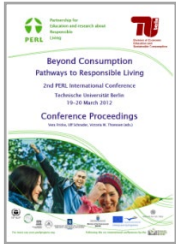
		and teachers interested in Education for Sustainable Development (ESD). These toolkits provide step by step instructions for planning and implementing ESD activities, using images and objects, and include a starter kit of sample images. Toolkit #2 focuses on Climate Change and Personal Consumption. Toolkit #3 focuses on Financial Literacy. Toolkit #4 focuses on Time as a Resource. Toolkit #5 focuses on What's the Story, responsible and sustainable living. Our newest toolkit in its series, #6 focuses on the Power of Media. Teacher guidelines are available on website: www.livingresponsibly.org.
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: Europe, Mexico, Kenya	Participants: The Curriculum Development Unit of Ireland, Life Skills Teachers' association of Iceland and the nature institute EGEA in Slovenia have headed the work with the active assistance of PERL partners from Malta, Portugal, Lithuania, Latvia and Denmark. The toolkits have been translated to many languages.
Sponsors:  Lifelong Learning Programme  UNEP	 REGERINGSKANSLIET Ministry of the Environment Sweden  NORWEGIAN MINISTRY OF CHILDREN AND EQUALITY  norden  United Nations Educational, Scientific and Cultural Organization  UN Decade of Education for Sustainable Development	Timeframe: 2006-onward Language: English, Spanish, Portuguese, Norwegian, French, Dutch, Icelandic, Estonian, Russian.
Outputs: Toolkits, translations of toolkits, adaptations of toolkits, teacher guidelines, training seminars, pilot projects with review and analysis, website          		

Title: Student Video, photo and magazine/press article competitions		Description: In an effort to reward creative, critical, innovative thinking related to education for sustainable consumption, student film, photo and magazine/press article competitions have been organized and carried out to showcase sustainable lifestyles and be of use in teaching education for sustainable consumption. Each student competition has had a different theme. The first student competition was held in 2010 and consisted only of a student film category. The theme was: "Can you imagine a more sustainable lifestyle?" A second student video competition was held in 2011. The theme was: "Moving towards more responsible lifestyles". After the initial successes of these first two student video competitions, a third and fourth were organized in 2013 and 2014, now also including a photo and magazine/press article category. For 2013 the theme was: "Time as a Resource", and for 2014: "New ways of living responsibly. What can we do differently in 2014?"
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: online	Participants: Full or part time students (individually or in groups) of all ages who are attending Secondary, Further or Higher Education at the time of submitting their entry
Sponsors:  Lifelong Learning Programme 	 United Nations Educational, Scientific and Cultural Organization  UN Decade of Education for Sustainable Development  REGERINGSKANSLIET Ministry of the Environment Sweden	Timeframe: October 2010-September 2015 Language: The videos have music and sound but no speech so as to enable entries from different countries.
Outputs: 2010: Winning film: "Parallel Futures" by students from Harokopio University Of Athens, Greece. 2011: The winning film was won by the film "Coffee to stay" by student Anita Teel from Germany. 2013: Three winners were chosen from each of the categories (video, photo and magazine/press article). First prize in the video category was a group of students from Bulgaria. First prize in the photo category was a group of students from Tanzania and the first prize in the magazine/press article category was a student from Lithuania. 2014: Three winners were chosen from each of the categories (video, photo and magazine/press article). The Philippines dominated during the 2014 student competitions, winning in each category. The winning entries were screened/displayed at the PERL and other International Conference/local film festivals; screened at the DESIS Video showcase during international network of design; uploaded to the DESIS Network YouTube channel; published in the PERL Newsletter/PERL website; published in PERL teaching toolkits; promoted to PERL partners in over 140 institutions in more than 50 countries; shared at a Portuguese national film festival and published in a digital newspaper.    		

PERL focus areas:		Sharing learning methods and materials
Title: Courses, website, translations, exhibitions, presentations		Description: PERL maintains a <i>Website</i> : www.livingresponsibly.org on which many of the materials PERL has developed are available as well as links to other relevant materials. PERL supplies its partners with all the outputs of the project for their use and further dissemination. PERL has a wide network of contacts through which its outputs are also being disseminated. UNESCO, UNEP and Consumer International's networks extend the range of dissemination of PERL products to a global audience of interested recipients. PERL takes advantage of European and international conferences and meetings to share its results with others. PERL has been able to reach out to governmental authorities through the UN Commission on Sustainable Development in New York. Additionally, PERL partners are sharing learning methods and materials through their courses. Some of these are: <i>Courses</i> (carried out by PERL partners on related topics): -University of Bergen, Norway; Course: "Consumer Politics" -Technical University of Ostrava, The Czech Republic; "Consumer Protection" -University of Paderborn, Germany; "Consumers and Home Economics" -University of Helsinki, Finland: "Integrative approaches to Home Economics"; "Consumer Issues" -Hedmark University of Applied Sciences, Norway: Society and Culture, Module "Needs and Desires"
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: Hamar, Norway and globally	Participants: PERL Core Unit and partners The Curriculum Development Unit of Ireland has sponsored publication of some of the toolkits and helped distribute them and the Norwegian Ministry of Children, Equality and Social Inclusion has done the same in Norway.
Sponsors:  Lifelong Learning Programme   Regeringskansliet Ministry of the Environment Sweden	 United Nations Educational, Scientific and Cultural Organization  UN Decade of Education for Sustainable Development  NORWEGIAN MINISTRY OF CHILDREN AND EQUALITY	Timeframe: 2009-onwards Languages: English and translations in many languages
Outputs:     		

PERL focus area:		Research conferences
Title: Enabling Responsible Living		Description: PERL partners are carrying out systematic action research related to responsible living and education for sustainable consumption. Themes and topics are described in the UNEP document: <i>Here and Now! Education for Sustainable Consumption</i>. PERL held an international conference in 2011 entitled “Enabling Responsible Living”. Responsible living is the individual’s contribution to sustainable development. It is dependent on a balance at all levels between individual freedom and obligations. To be able to make responsible choices suitable infrastructures need to be in place. Individuals must have relevant knowledge and the will to contribute to change, as well as the support and cooperation of those around them. This conference focused on the role of partnerships in enabling responsible living and the contributions of research and education to promote relevant knowledge and stimulate the will to live responsibly.
Coordinated by: Hedmark University of Applied Sciences, Norway  and Maltepe University	Location: Istanbul, Turkey 	Participants: 140 people from 33 countries attended. EU Commissioner for Health and Consumer Affairs, Mr. John Dalli, was also present.
Sponsors:  Lifelong Learning Programme 	 United Nations Educational, Scientific and Cultural Organization  UN Decade of Education for Sustainable Development  Regeringskansliet Ministry of the Environment Sweden  NORWEGIAN MINISTRY OF CHILDREN AND EQUALITY	Timeframe: 14-15 March 2011 Language: English
Outputs: 85 abstracts of research papers and posters were received, 82 presentations were made, conference proceedings available online, symposium compilations and (under publication) a selection of the best research papers presented at the conference.  		

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Title: Beyond Consumption-- Pathways to Responsible Living		Description: PERL held an international conference entitled “Beyond Consumption—Pathways to Responsible Living” in 2012. The dominating consumer culture in the modern world is incompatible with sustainable development. Responsible living implies changes in the way people fulfill their needs. The conference addressed the question of how we can find ways towards need satisfaction beyond excessive, unsustainable consumption of goods and services. The conference focused on the foundations of responsible living, the institutions and structures required for responsible Living, and on education and learning for responsible living.
Coordinated by: Hedmark University of Applied Sciences, Norway  And the Technical University of Berlin	Location: Berlin, Germany 	Participants: 140 people from 33 countries attended. Guest speakers included, among others, Tim Jackson from Surrey University, U.K.
Sponsors: 		Timeframe: March 19-20, 2012 Language English
Outputs: Over 100 abstracts of research papers and posters were received, 80 presentations were made, 12 posters were presented, conference proceedings are available online.  		

Title: Preparing, Engaging, Responding, and Learning about Responsible Living		Description: PERL held a final conference entitled “Preparing, Engaging, Responding and Learning about Responsible Living” in 2015. The dominating consumer culture in the modern world is incompatible with sustainable development. Responsible living implies changes in the way people fulfill their needs. The
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		conference looked closely at what has been accomplished during the last decade and carefully consider new scientific evidence and practices about sustainable, responsible living.
Coordinated by: Hedmark University of Applied Sciences, Norway  and UNESCO	Location: UNESCO headquarters, Paris  	Participants: 125 people from 35 countries attended. Some highlights of the conference were: Arjen Wals examination of education for sustainable development; Arvind Singhal's presentation of positive deviance; Bert de Vries's discussion of integrative world views; and Mariana Nicolau's description of leverage points for social change.
Sponsors:  Lifelong Learning Programme 	   NORWEGIAN MINISTRY OF CHILDREN AND EQUALITY	Timeframe: March 10-11, 2015 Language English
Outputs: Over 100 abstracts of research papers and posters were received, 36 research presentations were made and posters were presented. An overview of the abstract and presentations are available online at: www.livingresponsibly.org		
  		

PERL focus area:		Dialogue and collaboration
Title: The Future We Want		Description: The PERL partners met in Marseille, France to examine the basis of sustainable lifestyles and collectively work on the goals the project has for the project period. Some of the issues which were discussed were: Are there fundamental changes in society which sustainable lifestyles are dependent upon and which are not included in the present discourse? To what extent must reflection, moderation and sufficiency be incorporated in our daily lives? And how critical should we be to the existing economic system driving production and consumption?

Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: Marseilles, France	Participants: 80 PERL partners
Sponsors:  Lifelong Learning Programme	 United Nations Educational, Scientific and Cultural Organization  UN Decade of Education for Sustainable Development	Timeframe: 7-9 March, 2012 Language: English
Outputs: Collaborative projects, workshops, seminars, publications, presentations		



Title: The Future We are Creating		Description: The PERL partners met in Ireland to discuss about new trends in active learning, systems thinking and learning assessment. The meeting highlighted the use of art and drama in learning as well as digital media.
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: Sligo, Ireland	Participants: 70 PERL partners
Sponsors:  Lifelong Learning Programme	 United Nations Educational, Scientific and Cultural Organization  UN Decade of Education for Sustainable Development St. Angela's College	Timeframe: 2-4 April, 2014 Language: English
Outputs: Collaborative projects, workshops, seminars, publications, presentations		

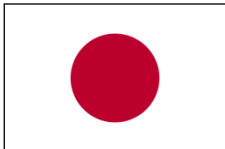


Title: Social Learning Processes		Description: PERL works to increase synergy between existing partnerships, networks and projects dealing with sustainable production and consumption in order to stimulate the transition from micro initiatives to macro and vice versa. PERL has held working meetings to which experts from relevant fields were invited to present research and discuss with the PERL partners. PERL has had cooperation with the Dutch Learning for Sustainability Directorate, with the International Federation of Home
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		Economics (IFHE), the Wupperthal Center for Sustainable Consumption (CSCP), SWEDES, SERFAC (India), IGES (Japan), E-cons Network (Spain), the Life Link project, and the Global Classrooms Water Access Project (Norway) and others. PERL representatives have participated in the Regional Centers of Expertise for Education for Sustainable Development's international conferences and contributed to RCE's in their regions. PERL partners communicate via various online media such as Ning sites, Moodle, Skype, Dropbox, What's App, etc. Several of the PERL workgroups maintain public blogs in connection with the use and testing of their specific methods and materials. Students were asked to use a You Tube platform when making their film contest submissions. A Facebook page has been created. PERL participates in discussions and debates on other relevant websites and their blogs. There has been exchange of staff amongst PERL partner institutions, often as a part of an Erasmus exchange, seminars or other programs. It has also been evident that numerous students have been encouraged to study at other partner institutions.
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: Many	Participants: Many (see above for some)
Sponsors:  Lifelong Learning Programme	 United Nations Educational, Scientific and Cultural Organization  UN Decade of Education for Sustainable Development	Timeframe: 2009-onward Language: English
Outputs: Collaborative projects, workshops, seminars, publications, e-books, presentations, exhibitions    		

Title: Cooperation with other international projects		Description: PERL has been a participating partner in a number of European and international projects and organizations. EU Framework 6 and 7 Research Projects such as SCORE; SPREAD; ComEnvir, and Dolceta. PERL has also collaborated with networks such as CiCe and Coberen. The CCN has been actively involved in the Humanities Archipelago. Ten 2CCN partners participated in the Human Plus conferences "Images
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		of Europe” in 2007 and “In Praise of Diversity” in 2008 in Brussels. CCN2 has contributed with written reports to the Archipelago booklets, documentations and the online Archipelago website.
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: Europe	Participants: PERL partners and partners from the various projects
Sponsors:  Education and Culture DG Lifelong Learning Programme 	 United Nations Educational, Scientific and Cultural Organization  UN Decade of Education for Sustainable Development  REGERINGSKANSLIET Ministry of the Environment Sweden  NORWEGIAN MINISTRY OF CHILDREN AND EQUALITY	Timeframe: 2009 onwards Language: English
Outputs: Presentations, exhibitions, document reviews and consultations		

Title: Consumer Citizenship in Asia		Description: Hedmark University of Applied Sciences has had extensive collaboration with Japan and Korea. This collaboration has taken numerous forms as shown in the outputs below and has been instrumental in facilitating exchange of ideas and practices from which participants on both sides have gained much.
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: Japan and Norway	Participants: Cabinet Office of the Japanese Prime Minister, the Japanese Consumer Education Academy, The Japanese Lawyers Association, the Council for Better Corporate Citizenship, and The Green Purchasing Network of Asia.
Sponsors: 		Timeframe: 2008-2015 Language: English, Japanese, Korean
Outputs: Study tours, staff exchanges, presentations at national Japanese conferences, presentations at CCN and PERL conferences, exhibitions, seminars, workshops, translations of materials produced at Hedmark University of Applied Sciences and by CCN and PERL, and publication and distribution of articles and reports in Japanese and Korean.		



Title: Keynote speeches, articles		Description: The coordinator of these projects, Victoria W. Thoresen, has been invited on numerous occasions to be a key-note speaker at large, international conferences. Examples of a few of these events are: The Euro-Latin America Dialogue in Cartagena, Colombia; The Human Dimensions of Global Environmental Change Conference in Berlin, Germany; the 3 rd International Conference on Green Purchasing in Suwon, Korea; The International SCP Conference in Bordeaux, France; etc.
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: Around the globe (for details see Bibsys forsdoc)	Participants: There have been over a thousand participants at some of the conferences. Some of the presentations at these conferences have been video-taped and sent online. Others have been sent on national broadcasting companies.
Sponsors: various		Timeframe: 2008-2015 Language: English
Outputs: Speeches and articles, interviews and video presentations.		

PERL focus area:		PERL Regional Networks
Title: PERL Regional Networks		Description: The PERL Regional Networks have managed to carry out regional projects, spread information about education for sustainable consumption and engage numerous groups and regional authorities in relevant activities. They have shared best practices and learning methodologies and materials PERL has developed. In Latin America, Africa and Asia they have collaborated with several national governments to initiate curricula development for education for sustainable consumption. In Africa they have assisted UNEP and UNESCO in adapting the YouthXChange learning toolkit about sustainable living.

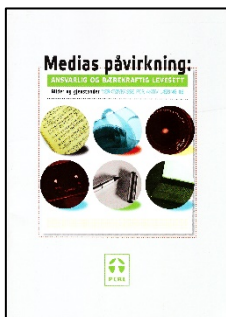
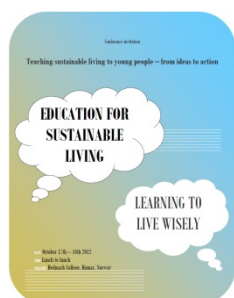
Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: Latin America Asia Africa	Participants: -International Foundation for Interdisciplinary Health Promotion (IFIHP) -Institution for Global Environmental Strategies (IGES) -Consumers International
Sponsors:  Education and Culture DG Lifelong Learning Programme  UNEP REGERINGSKANSLIET Ministry of the Environment Sweden		Timeframe: 2009-2015 Language: Spanish, English
Outputs: Meetings, Case studies, Projects, Reports   		

PERL focus area:		PERL Norway
Title: Responsible Consumption		Description: Hedmark University of Applied Sciences has coordinated and lead the Norwegian National Advisory Board for Consumer Education which provides advice and consultes with the Ministry of Children and Equality. It has also been responsible for national capacity building programs for teacher trainers, teachers and student teachers. In addition to facilitating the translation of learning materials created by PERL, it has ensured dissemination of these materials via Subject Aid to thousands of teachers in Norway.

Coordinated by: Hedmark University of Applied Sciences, Norway 	Location: Norway 	Participants: - University College in South-Trøndelag (Høgskolen i Sør-Trøndelag) - Ranvik Junior high school (ungdomsskole) - University Collge in Oslo and AKershus (Høgskolen i Oslo og Akershus) - Green Everyday (Grønn Hverdag) - Tinnstjønn school (skole) - ICT-center (IKT-senteret) - Idea Bank (Ide banken) - Consumer Bureau (Forbrukerombudet) - Consumer service for consumer advice (Forbrukerservice Forbrukerrådet)
Sponsors: BLD  NORWEGIAN MINISTRY OF CHILDREN, EQUALITY AND SOCIAL INCLUSION		Timeframe: 2009-2016 Language: Norwegian

Outputs:

National conferences, capacity building, seminars for teachers, teacher trainers and student teachers, translation publication, dissemination in Norwegian of learning materials and guidelines, articles in national pedagogical magazines, courses for teachers and teacher trainers.



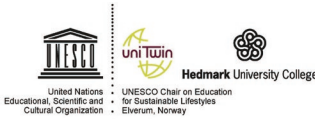
National teacher training seminars

Title: PERL Nordic		Description: Hedmark University of Applied Sciences has, through its projects such as PERL, has collaborated with numerous projects sponsored by the Nordic Council of Ministers, such as the Baltic Sea Project. It has also had extensive collaboration the Federation of Environmental Educators and the Norwegian Institute for Forestry Research. They have collaborated with PERL on the adapted version of the Actived Learning Using
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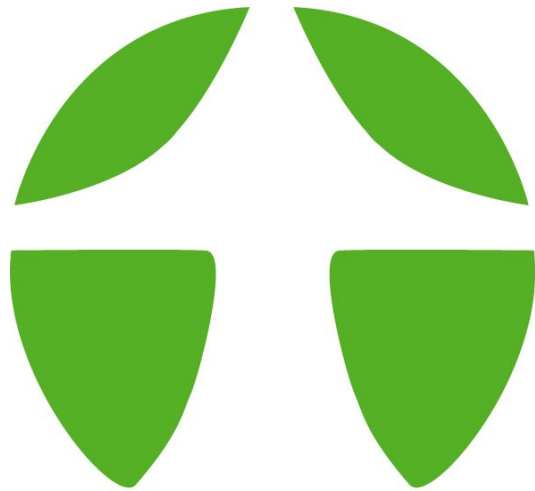
		Images and Objects toolkit for forestry studies.
Coordinated by: Hedmark University of Applied Sciences, Norway and Federation of Environmental Educators and the Forestry Extension Institute Latvia 	Location: Norway, Iceland, Latvia	Participants: Forestry project Mainstreaming project
Sponsors: Nordic Council Ministries	 	Timeframe: 2011-2012; 2013-2015 Language: Norwegian, English, Latvian

The UNESCO Chair for Education about Sustainable Lifestyles

The PERL/UNITWIN partnership

The UNESCO Chair for Education about Sustainable Lifestyles The PERL/UNITWIN partnership		
Title: Co-Creating the Future		Description: Hedmark University of Applied Sciences established a UNESCO Chair and UNITWIN Program on Education about Sustainable Lifestyles whose goal is to promote research and education which helps individuals integrate into their daily actions ecological, social, cultural and economic knowledge and insights on responsible, sustainable living. Building on 20 years of value-based, holistic, and interdisciplinary work led by The Hedmark University College this program will contribute to further develop the work of PERL (Partnership for Education and Research

		about Responsible Living) by assisting in bridging the knowledge/action gap, stimulating informed choice and social learning, mapping changes in attitudes and behaviour, reporting on innovative initiatives, facilitating curriculum development, building capacity in teacher training, contributing to the discourse on responsible living, and cultivating multi-stakeholder alliances.
Coordinated by: Hedmark University of Applied Sciences 	Location: Hamar, Norway	Participants: (NO) University of Agder (SE) Lund University (SE) Uppsala University (DK) Aarhus University (FI) University of Helsinki (DE) Technical University of Berlin Germany (LI) Lithuanian University of Educational Sciences (IR) Carlow Institute of Technology (BE) VIVES University College (MT) University of Malta (PT) Setubal College of Education (IS) Society for Life-skill Teachers in Upper Secondary Schools (ES) Consumer Protection Board of Estonia, Estonia (IT) Milano Politechnical, Milan, Italy (ZA) Rhodes University, South Africa (BR) Rural Federal university of Rio de Janeiro (UFRRJ) (China)) Bejing Normal University, Environmental Education Center (IR) City of Dublin Education and Training Board (CDETB) Curriculum Development Unit (SL) University of Ljubljana (SA) Consumers International Africa (CI) Consumers International Latin America and the Caribbean (UK) Consumers International, London (ZA) International Foundation for Interdisciplinary Health Promotion (IFIHP) (JP) IGES Institution for Global Environmental Strategies (FR) French Institute for Consumer Affairs (BE) Strategic Design Scenarios (NL) Free Consumers Association (CH) International Environment Forum (Namibia) University of Namibia (UK) University of Brighton (IR) St. Angelas College (UK) Andora Foundation (NO) Rollsløkken skole



PERL