

Victoria W. Thoresen (ed.)

Developing Consumer Citizenship

Conference report

Hamar, 20-23 April 2002

and

Project progress report

Comenius 2.1 Project 2001-2004
Consumer education and teacher training:
Developing consumer citizenship

Høgskolen i Hedmark
Oppdragsrapport nr. 4 – 2002

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Sammendrag: Fra 20-23 april 2002 ble det holdt en internasjonal konferanse ved Høgskolen i Hedmark der deltakere fra 14 land fokuserte på individets rolle i det moderne samfunn, hvilke rettigheter og ansvar de har, og hvordan de kan motiveres til å være aktive, engasjerte borgere—spesielt i forhold til deres rolle som forbruker. Konferansen er en del av en tre-årig internasjonalt Comenius 2.1 prosjekt om "Consumer education and teacher training: developing consumer citizenship" som ledes av Høgskolen i Hedmark ved prosjekt koordinatør, Victoria W. Thoresen. Prosjektets mål er å finne en brukbar definisjon av "consumer citizenship", kartlegge i hvilke grad demokratiopplæring tar for seg forbruker relaterte problemstillinger, og utarbeide undervisnings materialet for lærerutdanning innenfor feltet. I tillegg har prosjektet intensjonen om å lage en prototype av en rammeplan for "Consumer citizenship education". Landene som deltar i det prosjektet og som bidro aktivt på konferansen er: Norge, Sverige, Island, Portugal, Litauen, Estland, England. Konferansen fokuserte på forutsetninger for å oppnå visjonen om mer rettferdig fordeling av ressurser og bedre beskyttelse av forbrukeren. Mange av disse forutsetninger var tett knyttet til utviklingen av ferdigheter som: å få adgang til og kunne bearbeide relevante informasjon, å kunne vurdere konsekvensene for andre av beslutninger man selv tar som forbruker, og å vite hvordan å igangsette endringer i samfunnet. I diskusjonene og presentasjonene på konferansen, ble læreplanene fra de enkelte land analyserte for å se hvor mye av dette er allerede med og hvor mye må føres til. Forskjellene mellom landene var stort. Utveksling av erfaringer med utviklingen av læreplan i forhold til disse tema var en viktig del av konferansen.			



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Keywords: Consumer education, citizenship training, sustainable consumption, sustainable development			
<p>Summary: The first international meeting of the participants in the three year Comenius 2.1 project: “<i>Consumer education and teacher training: developing consumer citizenship</i>” was held in Hamar, Norway on April 20-23,2002. The project is sponsored by the European Commission’s Socrates scheme and has as its main objective to further cooperation 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. The project involves institutions from the United Kingdom, Portugal, Lithuania, Estonia, Iceland, Sweden and Norway, and is coordinated by the University College of Hedmark, Norway.</p> <p>The conference on Developing Consumer Citizenship focused upon:</p> <ul style="list-style-type: none"> - comparing educational systems and curricula in the different countries participating in the project; - analyzing the degree of consumer education in these countries; - analyzing the extent of citizenship training in the participating countries; - assessing how citizenship training and consumer education interrelate; - defining consumer citizenship in a way which strengthens awareness of individual and collective responsibilities to society and the environment; - considering what the content and methodology of consumer citizenship education should be. 			

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Comenius 2.1
Project

Introduction

The first international meeting of the participants in the three year Comenius 2.1 project: “*Consumer education and teacher training: developing consumer citizenship*” was held in Hamar, Norway on April 20-23, 2002. The project is sponsored by the European Commission’s Socrates scheme and has as its main objective to further cooperation 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. The project involves institutions from the United Kingdom, Portugal, Lithuania, Estonia, Iceland, Sweden and Norway, and is coordinated by the University College of Hedmark, Norway.

Additional
participation

With additional support from the Norwegian Ministry of Children and Family Affairs and the Norwegian Consumers Council, the project meeting held in Hamar 20-23 April was incorporated into an international conference which also allowed other researchers, teacher trainers, school administrators and representatives from consumer-interest organizations who were not directly involved in the project to participate in lectures and discussions. The number of individuals who were interested in attending the conference exceeded the available capacity.

Interdisciplinary
profile

Consumer education has been regarded in many countries as a minor aspect of daily life skills connected to home activities. The conference, as well as the Comenius project, had an interdisciplinary profile and attempted to bring together professionals with varied backgrounds in order to provide a broad, integrated approach to the subject. Social scientists, economists, lawyers, psychologists, mathematicians, natural scientists and teachers of ethics and religion, were among the participants.

Conference focus

The conference on Developing Consumer Citizenship focused upon:

- comparing educational systems and curricula in the different countries participating in the project;
- analyzing the degree of consumer education in these countries;
- analyzing the extent of citizenship training in the participating countries;
- assessing how citizenship training and consumer education interrelate;
- defining consumer citizenship in a way which strengthens awareness of individual and collective responsibilities to society and the environment;
- considering what the content and methodology of consumer citizenship education should be.

Conference emphasis:
social involvement
and responsibility

The conference strove not only to provide an arena for the discussion of what and how teachers are trained to teach within consumer and citizenship education in different parts of Europe, but also a discussion of what young people can understand and how they can be enabled to participate actively in society. Consumer education has for many years been an informative training, in which young people have learned about such things as price and product quality, safety, commercial persuasion and consumer rights. By addressing the issue of consumer citizenship, the participants considered the needs of teacher training which could lead to increased involvement by young people in national, regional and international social and economic issues.

Conference results
– in brief

Results of the conference can be summarized as follows:
A number of concrete goals were met:

concrete
achievements

- Project participants carried out curricula analysis and presented their documentation of the extent and contents of both consumer education and citizenship training. These were compared and discussed.
- Suggestions for a functional common definition of consumer citizenship were shared and discussed.
- Suggestions for content and methodology for consumer citizenship education were presented and discussed, thus providing a basis for a draft prototype for a consumer citizenship curriculum.
- Plans were made for phase two of the Comenius project including a meeting of national coordinators in September 2002.
- Individuals from universities, national school administrations, and consumer interest organizations engaged in collective dialogue.

general
premises
agreed upon

The following issues were discussed and there was general agreement about the following:

- The consequences of commercialized consumption are of tantamount concern globally as well as in Europe.
- There is a pressing need for a value-based, world-embracing vision guiding individuals and institutions alike, which would guarantee human development for all, not only for the privileged few.
- Education can contribute significantly to individuals integrating democratic ideals and practices with self-interests and thereby assisting the evolution of a civilized international market economy and sustainable development.
- Consumer education in schools is often a fragmented, buried theme in need of revitalizing.
- Consumer citizenship can be a counterpart to commercial self-interest.

- Consumer citizenship education in schools provides new challenges for citizenship training.

Most of the participants felt that the conference provided “thought-provoking” content and “invigorating” discussion. Many meant that they had received vital impulses for continuing their efforts related to consumer citizenship training. And in between the intense exchange of information and active debate, there were cultural events, social activities, laughter, the making of new friendships and the strengthening of professional networks. The participants claimed they had enjoyed themselves at the conference as well as having gained insight and inspiration.



1. Conference description

Conference
preparation

The international conference held the 20-23 April 2002 at the University College of Hedmark was a gathering of 91 people from 14 countries who presented research and discussed the role of the individuals in modern society, which rights and responsibilities they have, and how they can be motivated to be active, involved citizens—especially as regards to their role as a consumer.

Information

Originally the conference was prepared so that Sunday the 21 April and Tuesday the 23rd would be exclusively for the members of the Comenius project. Materials were to have been sent in advance so the participants could read them and be prepared to discuss. This did not, however, occur and thus Sunday and Tuesday were in part also used to present what had been done so far. Monday the 22nd was intended to be the open day during which keynote speakers would provide perspectives on the central themes of the gathering and guests outside of the project from Norway would be invited. It became evident very early in the planning process that there was extensive interest from teachers, administrators and people involved in consumer protection work from countries not only in Europe but also in Africa and America, to attend all three days of the conference. They expressed keen interest in hearing the presentations dealing with curricula analysis as well as the discussions about definitions of consumer citizenship. The role of higher education in transforming society rather than maintaining the status quo is a highly relevant theme.

Opening
Comments

Information about the conference was available on the University College of Hedmarks website. It also appeared as a link on the web site of several other institutions and organizations involved in consumer education and citizenship training. These were based in England, Switzerland, Italy, Holland, and Canada. The thematic network, CiCe (Children's Identity and Citizenship in Europe) informed its network members of the conference. NICE mail, an international journal dealing with consumers education published an article about the Comenius project in which the planned gathering was mentioned. In addition, approximately 200 program-invitations were sent to individuals in Norway. The conference also received publicity in national Norwegian journals and newspapers whose focus is education.

The State Secretary of the Norwegian Ministry of Education and Research opened the conference by emphasizing that teachers must become more concerned about what happens in world.

"We cannot escape the consequences of a mismanaged globe"

stated State Secretary, Bjørn Haugstad. He continued to explain that teachers have the responsibility of transferring attitudes as well as teaching the skills and knowledge which will contribute to the students becoming critical, reflected, and aware consumers. Thus, already in the opening statements fundamental questions about the aims and purposes of education were highlighted. The conference looked repeatedly at the relationships between the individual and society, state and economy and how these should be reflected in the curriculum.

Comenius project presentations

Each of the seven countries involved in the Comenius project, “*Consumer education and teacher training: developing consumer citizenship*”, presented reports of the work they had done in the project’s first phase. This involved an analysis of the national school curricula (basic education as well as teacher training) to determine what is obligatory in the area of consumer education and citizenship training, and what is suggested but not necessarily obligatory. The contents of these reports are summarized on page 11-15 .

In addition, each country had discussed what would be essential to include in a common, functional definition of consumer citizenship. These were shared and discussed. A summary of these are presented on page 16.

Cultural diversity

The conference sought to combine analysis of the commercialization of society with the opportunity to experience a wide range of cultural activities. Therefore, the participants were given the chance to hear and participate in different forms of folk and traditional music and dances. They also visited an outdoor museum which presented lifestyles and architecture from several centuries.



2. Summary of presentations and documentation

Forces behind consumer and citizenship education

Forces behind
consumer and
citizenship
education

The changes in society which have led to the focus upon citizenship training and consumer education were commented upon by all three keynote speakers as well as Prof. Alistair Ross. All agreed that society is changing very quickly. Governments and politicians, concerned about diminishing political participation, encourage citizenship training. The increasing mobility of populations, production, symbols, money and information modifies identities and alters loyalties. This has led to individuals constructing their identities in much different ways than previously. It has also created the need for consumers who can interpret relevant information and corporate messages in order to make prudent choices. Industry and business, which now significantly influence both the manner in which nations acquire resources for governance and social welfare as well as determine to a great extent nation's priorities for economic and social growth, look for discriminating consumers who can provide real incentives and spur innovation. Environmentalists and international agreements like Agenda 21 emphasize the need for critical consumers and active individuals who with their lifestyle choices can contribute to sustainable development. International movements and organizations working towards global democracy, advocate consumer and citizenship education as steps towards eradicating poverty and strengthening human development in all parts of the world.

As Thor Øyvind Jensen explained, "...the balance between market areas, private arenas and publicly formed arenas (e.g. schools, hospitals, social security) have changed...Citizens are showing a range of new ways of being political." Prof. Steffens described the evolution of consumer education in terms of the paradigm shifts of the last four decades, which progressed from a focus upon "value for money" to consumer rights, further on to environmental and health related issues, to today's paradigm of the consumer citizen who "civilizes the market economy".

Charting what children understand

Charting what
children
understand

Primary school children's understanding about economics and consumer education and the relationship to citizenship was researched by Hilary Claire from the University of North London and presented at the conference. She concluded by stating that although younger children may be confused about the sources of wealth and how

banking or loans relate to cash flow, children have the basis for understanding considerably more about consumption and economic decision making than the current primary curriculum (in England) recognizes. Despite strongly egalitarian attitudes, children have been socialized into individualized explanations for economic inequality and lack structural understandings about unemployment or wage differentials. The following list summarizes the results of what children have a basic understanding of:

- The economic basis of family life
- Basic standards of living, hierarchies of need and opportunity costs
- The social effects of desiring branded consumer goods
- How is money generated
- Economic and social hierarchies in society demonstrated by conspicuous consumption
- Connections between earning one's living and antisocial behavior
- Poverty and charity and economies of scale
- Global poverty
- Why poverty happens

Defining consumer education

Defining consumer education

There are varying definitions of consumer education. It is generally regarded as encompassing the attitudes, knowledge and skills necessary "to educate independent, discriminating and informed consumers. It is to equip the pupil with knowledge and insight into the conditions of being a consumer in a complex, multi-faceted society by providing basic knowledge in the areas listed below" (*Consumer education in the Nordic Countries 1999 Nordic Council of Ministers*)

According to the National Consumers Council of England, consumer education will contribute, among other things,

- to consumers making better choices and minimizing the cost of bad purchasing decisions which adversely affect the poor in particular;
- to bridging the power divide in which business most often holds the bargaining power;
- to improving regulation due to valuable feedback from consumers.

Consumer education deals with controversial issues requiring value-based decisions. The following list is compiled of the content elements of consumer education recommended by the Nordic Council definition of consumers education and the various definitions used by different presentations at the conference.

1. Life quality and life style

- needs and desires
 - ethical consumerism:
 - how to make decisions, choices and contracts
 - poverty and wealth
2. History of consumption especially the twentieth century and the systems and processes related to mass consumption
 - processes and systems (capitalism, communism, etc)
 - organization of production
 - work practices and divisions
 - commerce, trade / buying and selling
 - consumers role in society
 - rich and poor (social class)
 - culture of dressing (brands and fashion trends)
 3. Personal finance
 - cooperation and support of family/society
 4. Rights and duties
 - consumer rights and protection (consumer laws)
 - economic exploitation
 - conflict resolution
 5. Commercial persuasion
 - advertising
 - decoding
 6. Consumption and environment
 - resource management/environmental effects of production, consumption and waste (energy usage, water usage, transportation)
 - conservation, sustainability, scarcity and recycling.
 7. Health and nutrition
 - technology of preparing food
 8. Safety
 - quality and origin of services and goods
 9. International awareness
 - distribution of resources and wealth
 - political and economic power flows
 - international consequences of consumption
 - global solidarity
 10. Future perspectives
 - consequence analysis
 - change management



Analyzing consumer education in school curricula

Analyzing consumer education in school curricula

Consumer education in the seven countries participating in the Comenius project varied greatly. In some instances consumer education was a topic classified with its own name and distinct in its goals and methods. However in most cases, consumer education was integrated in a number of courses and also recognizable as an interdisciplinary theme. The scope of this report does not allow for a complete repetition of the curricula analysis from each country, thus the following summary to give a brief overview.

Portugal

Consumer education is currently present explicitly and implicitly in different subject curricula on primary and secondary school levels in Portugal. It is a transverse theme, introduced as an issue concerning all educational activity. The research done by the Portuguese members of the Comenius project indicated that although the majority of students at the Superior School of Education in Lisbon (teacher training institution) received no specific training in consumer education, they were able to define the importance of the issue. Various materials are available in the Portuguese language for consumer education on the primary school level, but not for teacher training.

Sweden

The primary school system in Sweden has been recently decentralized so that individual counties are relatively autonomous in terms of choice of content and method. However the goals of consumer education are clearly stated in the national curriculum. The country does have, however, a small but specific obligatory course named Home and Consumer Studies. The Swedish presentation emphasized that consumer education in Sweden deals with phenomena (resources, society, household chores, banking, etc) and issues (for ex. how to solve a specific problem) studied from an individual, personal or household perspective. Consumer education is less obvious in secondary schools, appearing under the topic of law in courses on Social Sciences. The teacher training institutions of Uppsala, Umeå and Gøteborg have courses on consumer education

Iceland

In Iceland, consumer education falls under the heading of “Life Skills”. This is a general course taught through out primary school. Teacher training institutions are beginning to include consumer issues in training connected to teaching “Life Skills”. Graduate courses have been held and a resource “idea-bank” was created and published on the internet and on a CD.

Lithuania

In Lithuania topics dealing with consumer education appear in secondary schools in a number of subjects but are only beginning to be taught in a systematic way. Little theory is taught and only occasionally practical exercises. In the general program for Technology, consumer issues are covered under the topic of the

“culture of consumption”. In addition, social science subjects, particularly civics, covers consumer rights and responsibilities. On the teacher training level, some graduate courses have been held, but there is still a need for new attitudes towards content and preparation by teachers. Materials for teaching consumer education are also few.

Estonia

Consumer education entered the Estonian curriculum only recently. In primary school it is to be found mostly in relation to mathematics and personal finances. On the secondary school level, some consumer topics are presented in connection with economic studies. A national competition arranged by the Consumer Protection Board of Estonia has involved a large number of students in the 8th-10th grade. The teaching of civic education has also provided a vehicle for consumer education.

Norway

In Norway, consumer education is, first and foremost, an interdisciplinary theme which is supposed to appear through out compulsory schooling. Otherwise consumer topics are to be found in most of the general subjects on all levels and as a specific part of home economics. Some basic teaching material and courses have been prepared and given to teachers in Norwegian schools. A few graduate courses exist. Aside from courses related to home economics, focus upon consumer education in teacher training is scarce.

England

Consumer education is a part of PSHE (personal, social and health education) in the United Kingdom. It is identifiable in Key Stages 1, 2, 3 and 4 which provide the basic educational goals for children from 6-18 years. The Key stage aims encourage consumer education as an interdisciplinary theme contributing to “developing confidence and responsibility and making the most of ones abilities, preparing to play an active role as citizens, developing a healthier, safe lifestyle, and developing skills of enquiry and communication.” Recently consumer education has further been incorporated into citizenship education. This has opened new opportunities for teacher training and preparation of teaching materials. There is at present a campaign for the adoption of a national strategy for consumer education sponsored by the National Consumer Council.



Defining citizenship education

Defining citizenship education

Citizenship is a form for social cooperation and identification. Citizenship education aims at helping pupils learn ways of making concrete ethical commitments of care and respect to other individuals and to society at large. The principles or virtues of civic engagement which citizenship education focuses upon can be described in this manner:

- commitment to public welfare and well-being
- self-confidence for the articulation of his or her views
- courage to stand to one's convictions
- social and environmental responsibilities
- the spirit of tolerance towards intercultural values and ways of life
- critical awareness towards imbalances, inequities, intransparencies
- solidarity with the disadvantaged or excluded members of the civil society both local and global.

There are three elements to citizenship education: the civil, the political and the social. The *civil* refers to community involvement: learning about becoming helpfully involved in the life and concerns of one's community; learning through active participation and service to the community. The *political* element refers to learning about how to make oneself effective in public life. This encompasses gaining realistic knowledge of local, regional, national and international affairs as well as understanding processes of conflict resolution and decision-making. The *social* refers to social and moral responsibilities wherein people learn self-confidence and socially and morally responsible behavior at work, play and at home - behavior toward those in authority and toward each other.

The content of citizenship training varies from country to country. Different issues are focused upon and as with consumer education, citizenship education is likely to provoke powerful controversies. Some of the central issues composing the content of citizenship education are:

- democracy and autocracy
- fairness, justice the rule of law and human justice
- minorities and their rights
- social marginalization and exclusion
- gendered societies
- cooperation and conflict
- rights and responsibilities

The above topics fall into two categories of citizenship training. One is conventional citizenship (obeying the law, voting, participation in political parties, etc.) and social-movements-related citizenship

(participates in activities to protect the environment, participates in activities to benefit people in the community, work hard, etc).

Analyzing citizenship training in schools

Analyzing citizenship training in schools

In several of the countries represented in the project, namely England, Estonia, and Sweden, civics is a compulsory subject in primary and secondary schools. However the number of study hours and the importance of the civic lessons varies greatly. In the remaining countries of the project, civics training is a part of either social sciences or is considered an interdisciplinary theme running through all courses. The following summaries provide a very brief glimpse of what civic education in these countries covers.

Portugal

In Portugal in the lower grades goals for civic training can be recognized in the school curriculums general aims. In the upper level classes environmental studies and social sciences seem to contain related elements. In secondary school aspects of citizenship education can be found in language subjects and in the course which is called, “An introduction to economics and law”.

Sweden

All pupils in Swedish compulsory primary schools must attend classes in the subject: civics. This subject analyses society today as well as directing pupils thoughts on how to achieve sustainable development, locally and globally. In secondary school all pupils are taught civics as a core subject. There are also classes dealing with law and with economics which are a part of the social science program and are closely connected to citizenship education. Consumer issues are not mentioned directly in the citizenship syllabus.

Lithuania

In Lithuania, civics education has been seen as one of the essential goals of the post-totalitarian educational system. It is intended to help pupils not only understand the principles of life in a democratic society, but also the moral, cultural, legal and economic problems of creating a democracy as well as the possible solutions. Civic is a cross-curricular theme starting in the first grade. From the 7th grade it is a separate obligatory subject “The principles of the civil society”. These courses in lower secondary school focus upon human rights and responsibilities, and summaries in the 10th grade civil development.

Estonia

Civics is a compulsory field in the Estonian National Curriculum, which appears in the 4-th (1 lesson per week), 9-th and 12-th grade (2 lessons per week) as a separate subject. In all of the other grades there are suggested topics of Civic Education to be integrated and taught by the other subjects like country study, mother tongue and literature, geography etc. The Civics curriculum attempts to develop students' social skills and abilities such as being able to collect data, think

critically, make reasonable decisions. Civics should promote students' civic participation and civic virtue. Optional state examinations exist for civics.

Norway

In Norway civics education is a part of the collective subject set called NSM (Natural Sciences, environmental and social studies). This is taught on all levels of compulsory school. Some of the main aims are: transmitting knowledge of local, national, regional and international institutions, organisations, processes and systems, ways of practising democracy, and what divides and unites a society. It also seeks to develop mental skills of rational thinking, comprehension, interpretation, the ability to form one's own opinion. Social skills are a part of civic education in Norway: Communicating one's opinions and viewpoints, consultation, lobbying, conflict solving, participation in the democratic process.

England

Citizenship education in England is obligatory and school authorities have compiled a comprehensive set of guidelines indicating citizenship themes, how to approach these themes during the various school years, and what the main topics are in local, national and global perspectives. England has also provided teachers with an overview of recommendations for the essential elements of citizenship education to be reached by the end of compulsory schooling. These are categorized under key concepts, values and dispositions, skills and aptitudes, and knowledge and understanding. The content of citizenship education is supposed to be taught so that pupils will see how it applies to the citizen as a community member, consumer, family member, lifelong learner, taxpayer, voter and worker.



Defining consumer citizenship

Defining consumer citizenship

The central activity of the conference was to find a functional, comprehensive definition of consumer citizenship that combined aspects of consumer education and civic training. It was referred to as “citizenship without a border”. No “vote” as such was taken, but the results of group discussions on the matter were reported in the final plenary session. The definitions suggested had much in common. The following is a tentative definition composed of these suggestions. The project will continue to consider the best wording for a definition as it progresses with the development of the content for such training.

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

Consumer citizenship curriculum

Consumer citizenship curriculum

Stimulating consumer citizenship is the goal of consumer citizenship education. The conference participants presented numerous suggestions as to how the contents of consumer citizenship education should be organized. The opinion was even expressed that by attempting to create a school “subject” one might lose essential qualities of the topic and that it would therefore be best to encourage consumer citizenship education as an interdisciplinary theme running through other subjects. Whichever way individual countries prefer to implement consumer citizenship education an overview of the contents are necessary. The following is an attempt to combine the varying suggestions in order to avoid overlapping and repetition of topics and methods. The British consumer citizenship content plan is included in the back of the report. Stage two of the Comenius project: *Consumer education and teacher training: developing consumer education*, involves further consultation on the contents in light of the proposed prototype curriculum. Thus, the following should be regarded only as a temporary description which is not arranged in order of priority.

Attitudes

Consumer citizenship education should include the development of the following attitudes, such as

- moral integrity
-tendency to act on a basis of internal values regardless of

external pressure

-courage to stand up for one's convictions

-self-confidence to articulate one's views

-altruism

- critical reflection and tolerance towards intercultural values and ways of life
- willingness to submit one's own consumption to ethical reflection
- willingness to act to effect change
- commitment to public welfare and well-being
 - care for people with different ethnic, social and economic backgrounds
 - solidarity with the disadvantaged or excluded members of society both local and global
- natural environmental consciousness
- concern for global processes and conditions

Relevant knowledge

Relevant
knowledge

- The history of consumption
 - consumption's ethical, political, economical, sociological and psychological impact
(for example: consumerism /materialism commodification, globalization, neoliberalism, social Darwinism)
- economic theories and their historical impact (how money is generated)
- international and national political and economic systems and processes
 - the concept of democracy
 - democratization
 - globalization
 - global citizenship
- need theories and development theories (basic standards of living, hierarchies of need and opportunity costs)
- production (costs, quality, alternatives)
- poverty, public and private charity and the economics of scale
- employee conditions on a local, national and global basis
- stratification of society
 - economic and social hierarchies demonstrated by conspicuous consumption
- the environmental impact of consuming on a global, national and local basis
 - energy inefficiencies,
 - land use,
 - land distribution
 - transportation
- the impact of consuming on human development, including future generations
- family structures and functions

- human relationships
- sustainable lifestyles
- the economic basis of family life (how to organize personal economy, how to avoid debts)
- human rights and responsibilities
- financial instruments which guide purchasing
 - eco-tax
 - vat
 - road taxes
- consumer rights and obligations
 - agreements and contracts
 - replacement
 - redress
 - reimbursement
- fair trade
- the structure and effects of modern advertising
 - labeling
 - the social effects of desiring branded consumer goods
- product safety
- recycling
- food and proper nourishment
 - dietary and meal behavior patterns
 - lifestyle diseases,
 - physical diseases
 - gene modified organisms
- data-based information systems
 - banking,
 - libraries
 - e-commerce

Skills

Skills should encompass the development of cognitive and practical skills:

- ability to be critical and analyze individual and social wants and needs
- ability to think rationally and compassionately
- to make decisions and to solve problems in a creative way (conflict resolution)
- participation skills: the ability to plan one's own consumption and manage one's resources using policy instruments (from petitions to press releases; complaints to collective campaigns, individual action to civil society organization) to influence production,
- distribution and disposal of products
- how to redress situations
- ability to gather,

analyze and handle information (media literacy)

- unmasking advertisement
- change management
- cooperative and communicative skills

Methodology

Methodology

Students (and pupils) of consumer citizenship should learn by doing and acting. Teaching should involve collaborative approaches, debate and consideration of different perspectives.



3. Keynote speeches

Four keynote speakers were invited to the conference to initiate discussion on consumer citizenship from diverse perspectives. Each of the speakers has dealt with the issues of consumer education and citizenship training over many years.

Dr. Sue McGregor, was the first speaker on the subject of:
“Consumer citizenship – a pathway to sustainable development?”

She is a Professor in the Department of Education at Mount Saint Vincent University, Halifax, NS, Canada. Dr. McGregor, a home economist, is currently the Coordinator of the Peace and Conflict Studies program at MSVU. Her work in the peace education field brings together 30 years of consumer, family and home economics education and peace, citizenship and human rights education. She presents global, holistic, ecosystem perspectives to research and development. Dr. McGregor’s speech is in the appendix.

Consumer citizenship – a pathway to sustainable development?



Victoria W. Thoresen, the next speaker, dealt with the subject of:
“Consumer citizenship – global democracy in a commercial context?”

Thoresen is assistant professor of Education at the University College of Hedmark, Hamar, Norway. She has worked nationally and internationally in the areas of curriculum development, value education, global education and consumer education. Thoresen has published, among other things, articles and didactic handbooks on topics related to consumer citizenship. She is presently the international coordinator of the Comenius project, *Developing Consumer Citizenship*.

Consumer citizenship – global democracy in a commercial context?



Consumer citizenship – empowering the consumer?

Thor Øyvind Jensen spoke on the issue of:

“Consumer citizenship – empowering the consumer?”

Jensen is associate professor at the Department of Administration and Organization Theory at the University of Bergen, Norway and researcher at the Norwegian School of Management at the Institute for Marketing. He is a political scientist and has worked with consumer research both in Norway and internationally. Jensen has published several international publications. Recently published in Norway is a book he has co-authored called: “The consumer –a hero, crook or victim?” in which he looks particularly at the political character of the consumer .



Consumer citizenship – responsible interaction with the market?

Dr. Heiko Steffens was the final keynote speaker and spoke about:

“Consumer citizenship – responsible interaction with the market?”

Dr. Steffens is Professor of Home Economics at the Technical University of Berlin (Teacher Training). He has been the president of the German Consumer Association and has been active in Consumer education nationally and internationally since 1973. Steffens has worked closely with Civic trainers in Germany. He has written books and articles on consumer education, in particular: “Marketing and consumer education” and “Wirtschaft Deutschland”.



The keynote speeches are copied in the appendix. The topics which were taken up in the discussion which evolved after the presentations has been incorporated into earlier portions of this report.



5. Plans for the next stages of the Comenius project

The second stage of the project will involve:

Stage 2:
Activities

- a) Teaching methods, plans and materials
 - individual research and drafting of interdisciplinary teaching plans, methodology and materials, combined with national group meetings to consult on these
 - compiling and editing the teaching plans and materials
- b) Second international work seminar
 - presentation and discussion of the suggested teaching plans and materials
 - presentation and discussion of draft of curriculum prototype
 - discussion of suggestions for strategy plans for curriculum prototype
- c) testing of the nationally prepared teaching plans
- d) publishing articles on projects work in NICE mail, use of Livelink for exchange of ideas

Stage 3 consists of:

Stage 3:
Activities

- a) Evaluation of testing of teaching plans and materials on national basis
- b) Drafting of strategy plans for prototype curriculum
- c) Final international work seminar
 - presentation and collective evaluation of results of testing of teaching plans and materials
 - discussion of draft of prototype curriculum
 - discussion of strategy plans for the implementation of consumer education curricula in other teacher training institutions
 - evaluation of project
- d) Final editing of teaching plans and materials
- e) Dissemination of plans and materials via Internet and publication
- f) Organization of national conferences
- g) Compilation of final project report

Outputs

Stage 2

Stage 2:
Outputs

- an international work seminar for project participants will be held. in Lisbon May 2003 will be conducted in English
- a prototype for an interdisciplinary consumer education curriculum for teacher training based on consumer citizenship
- interdisciplinary teaching plans, learning materials and teaching methods related to consumer education for use in teacher training. These plans and materials would be prepared in the national languages but collected, presented at the work seminars and published in English. The plans would cover short term teaching projects for either basic or graduate teacher training (1 day to 3

Stage 3:
Outputs

week periods) The materials will be directly related to the plans and incorporate the methods agreed upon during the project.

Stage 3

- testing the above mentioned plans, materials and methods would occur in the national languages
- evaluation of the above mentioned plans, materials and methods. The evaluations will be published both in the respective national languages and in English as a part of the final project report.
- strategy plans for implementation of consumer education curricula in other teacher training institutions in each of the participating countries. These strategy plans should be prepared in the national languages but will be presented at the last work seminar in english
- Dissemination of the project's results throughout participating countries and Europe by means of national seminars and Internett publication , publication in relevant magazines and distribution to relevant pedagogical resource centers/libraries. Presentations at the national seminars which are planned will take place in the national languages. Internett publication (Norwegian Skolenett, CiCe's Livelink, etc) will occur in english, publication in relevant magazines would be first and foremost in the consumer education publication: NICE mail which comes out in English and in Spanish

Schedule

Schedule

STAGE 1	Work seminar/ conference Hamar
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Oct. 2001 April 2002

STAGE 1	Work seminar/ conference	STAGE 2	Work seminar Lisbon
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May 2002 May 2003

STAGE 1	Work seminar/ conference	STAGE 2	Work seminar Lisbon	STAGE 3	Final seminar/ conference London
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May 2003 May 2004

Stage 2

-work seminars for project participants will be held in April 2002
May 2003, and May 2004

-a prototype for an interdisciplinary consumer education curriculum
will be compiled and available for all national educational authorities
as well as teacher training institutions by 1/3/2004. Work will be
done on this throughout the project period.

-interdisciplinary teaching plans, learning materials and teaching
methods related to consumer education for use in teacher training will
be prepared from 1/3/2002 and be ready for testing by 12/2/2003

Stage 3

-testing the above mentioned plans, materials and methods will take
place from the 15/2/2003-1/10/2003

-evaluation of the above mentioned plans, materials and methods will
occur from 1/10/2003-1/2/2004

-strategy plans for implementation of consumer education curricula in
other teacher training institutions will be finished by
1/2/2004

-dissemination of the project's results throughout participating
countries and Europe by means of national seminars will take place
between 1/3/2004-1/9/2004 and Internet publication and publication
in relevant magazines_(for example NICE mail) will be done by
1/9/2004

Project reports can be published in issues of NICE mail (2002,2003)
with a final report in the fall issue of 2004

distribution to relevant pedagogical resource centers/libraries
1/8/2004-1/9/2004



6. International Tower Person Award for Consumer Education

During the conference the TOPACE (Tower Person Award for Consumer Education) was presented to Dr. Pavel Hrasko of the Economic University of Bratislava in Slovakia. This award was given for the first time two years ago. It is donated by Dr. Heiko Steffens and the Technical University in Berlin. The intention of the award is to confer recognition upon those who have made an outstanding effort to teach consumer education, develop it and strengthen international cooperation in the field of consumer education. At the ceremony the President of the University of Bratislava, Dr. Vojtech Kollar was presented with a document of honorable mention for the University. Attending the presentation was also the present Slovakian Ambassador to Norway, Andrej Sokolik.



7. Evaluation of the conference

The participants in the conference (both project members and those not directly involved in the Comenius project) were requested to fill out written evaluations as well as contribute to a verbal evaluation session. 84% of the participants gave input to the evaluation.

Practical
arrangements

Despite a national strike of the hotel and restaurant organizations at the time of the conference, the participants were well pleased with the practical arrangements. The variety of venues was appreciated and the follow-up by the conference committee.

Program

Several responded that the program was too tightly packed. There was a desire to have had more discussion. Originally, the Sunday and Tuesday sessions were intended to be entirely discussions, based upon the written documentation from the national teams which was requested to be received well in advance of the meeting so that everyone could have been sent copies to read beforehand. This, however, was not possible as most of the teams were not able to send in their material in advance. This is also one of the reasons for the suggestion being made that the national coordinators could meet in September to discuss further the progress of the project. The evaluations of the keynote speakers were positive. Some of the speakers appealed to some of the participants more than others, but there was no distinct pattern in this.

Exchange of ideas
and information

The networking and exchange of ideas and information among the conference participants was considered by all to have been one of the valuable benefits of the meeting. There was an extensive display with materials which participants could take with them and all the presentations were copied and distributed at the conference. The conference contributed significantly to raising the awareness of the Norwegian educational authorities as to the importance of this issue.

8. Acknowledgements

The conference could not have so successfully been completed without the support of the Norwegian Ministry of Children and Family Affairs and the Norwegian Consumers Council. The conference organizers greatly appreciate their assistance and encouragement. There are many at the University College of Hedmark who helped significantly with the preparations and carrying out of the conference. In particular the organizers would like to acknowledge the Director of Academic Affairs, Hans Thorstensen, and the Office of Projects and In-service Training.

APPENDIX



Consumer Citizenship: A Pathway to Sustainable Development?

Sue McGregor
Halifax, NS Canada

sue.mcgregor@msvu.ca

2002

For the first time, citizenship is being found in consumption. “It is no longer possible to cut the deck neatly between citizenship and civic duty, on the one side, and consumption, and self interest, on the other . . . Consumption, if not anti-citizenship, seems at best a hollow consolation for the absence of a real political autonomy” (Scammell, 2000). She tenders the intriguing idea that, when transnational corporations (TNC) flouted their ability to escape state regulation, they inadvertently highlighted their own responsibility for good and bad (now called the corporate social responsibility movement). Scammell also suggests that the phenomenon of TNC social responsibility has triggered the *politicization of consumption*, meaning that groups concerned with environmental, social justice, rights, labour and gender issues have become political participants in the marketplace, something they did not do before! There is a fledgling movement toward seeing the consumer as a concerned citizen, being a citizen first and a consumer second - and that movement is what this conference is about!

The first part of this paper will discuss the familiar concepts of consumption, consumerism and sustainable consumption. The second part will provide a discussion of the familiar concepts of citizenship, sustainable development (especially human and social development) and the newer notions of consumer citizenship and global citizenship. The final section will tender the recent idea of *participatory consumerism* as a way to pull all of these diverse ideas together for the betterment of the human family and its home, the earth.

Part One

Consumption, Consumerism and Sustainable Consumption

Consumption

McCracken (1988) defines consumption as the processes by which consumer *goods and services* are created, bought and used (including disposal). Campbell (1987) defines consumption as the process through which economic resources are used up in the satisfaction of human wants. Durning (1992) notes that consumption is almost universally seen as good in today's consumer society. Ekins (1998) explains that consumption is viewed as synonymous with human welfare and, hence, has become the prime objective of modern consumer societies; the goal of economies is to increase consumption leading to individual material happiness. As is evident, consumption is a concept which has many meanings. From the 1300's to the late 1800's, the word *consume* had negative connotations, meaning to destroy, to use up, to waste and to exhaust. When the meaning of consume shifted, in the early 1900's, to encompass pleasure, enjoyment and freedom, consumption moved from a means to an end in its own right. Living life to the fullest, more and more be damned the consequences, has become synonymous with consumption, with many of the negative consequences we see today (Bouchet, 1996; Goldsmith, 1996). Indeed, "in the late twentieth century, the word 'consumer' is regaining its older, destructive connotations" (Gabriel & Lang, 1995, 26).

Consumerism

Gabriel and Lang (1995) recognize that the concept of consumerism means different things to different people in different contexts but it is possible to identify at least five different approaches. They propose that (a) consumerism is the essence of the good life and a vehicle for freedom, power and happiness. Consumers have the ability to choose and enjoy material objects and experiences (services). (b) Consumerism supplements work, religion and politics as the main mechanism by which social status and distinction are achieved. Displaying all of the goods accumulated gains one prestige and envy - the ideology of conspicuous consumption. (c) Consumerism is also seen as the pursuit of ever higher standards of living thereby justifying global development and capitalism via trade and internationalism of the marketplace. (d) Consumerism is a social movement seeking to protect

the consumer against excesses of business and to promote the rights of consumers (concerns for value for money and quality of goods and services). Finally, (e) consumerism is coming to be seen as a political gambit to gain power. States (governments) are moving away from the paternalistic mode of service provider and protector of citizens to privatization of services that can be bought in the private market from corporations.

Leaving off the phenomena of state privatization and the social movement, I am defining consumerism as the misplaced belief (the myth) that the individual will be gratified by consuming. Consumerism, in this sense, is an acceptance of consumption as a way to self-development, self-realization and self-fulfilment (soon to be discussed under human development). In such a consumer society, an individual's identity is tied to what s/he consumes. People buy more than they need for basic subsistence and are concerned for their self-interest rather than mutual, communal interest or ecological interest. Whatever maximizes individual happiness is best, equated to accumulation of goods and use of services (Goodwin, Ackerman & Kiron, 1997). Consumerism, thus constructed, is "economically manifested in the chronic purchasing of goods and services, with little attention to their true need, durability, origin of the product or the environmental consequences of manufacture and disposal" (Verdant, 1997, web citation).

Sustainable Consumption

To be fair, Campbell (1987) observes that "it is not consumption in general which poses special problems of explanation, so much as that particular pattern [of consumption] which is characteristic of modern industrial [consumer] societies" (p.39). The movement against excessive consumerism or negative consumption has been labelled "anti-consumerism" (Collis et al.1994). This movement is gravely concerned with the sustainability of current levels and patterns of consumption. They are concerned with the environmental, economic, political, labour, personal, societal and spiritual impact of excessive, run away consumption. They define consumerism as a social and economic creed that encourages people to aspire to consume more than their share of the world's resources, regardless of the consequences. In a consumer society, one can never have enough and this mind set is not sustainable; as a caveat, not all consumption is bad; the goal is balanced, sustainable consumption.

Yet, the unsustainability of global consumption is stark. More than a billion people are living at a material standard of living that is supposed to be able to support only 400-800 million people and another five billion people aspire to this standard of living, maintained through unsustainable consumption patterns (Jernelöv & Jernelöv, 1993). The richest 20% of the world's people account for 80% of the world's total consumption; conversely, the other 80% of the world accounts for only 20% of total world consumption. Global consumption of goods and services has topped \$24 trillion dollars, annually, but it is not even. A thousand Germans consume about 10 times as much as 1000 Egyptians and produce that much more waste ("Red and green", 1998). A child born in North America or England will consume, waste and pollute more in a lifetime than as many as 50 children in a developing country (Commission on Development of the World Conference on Religion and Peace (WCRP), n.d.). The WCRP admonishes citizens to avoid consumption that is destructive to the well-being of others and to be socially responsible and sustainable to future generations and the environment that support the world; that is, they are calling for fair and sustainable consumption in the global village.

Although individual citizens have been writing about the implications of unsustainable consumption patterns for almost 30 years (e.g., Dammann, 1972 cited by Lafferty, 1994), the term sustainable consumption was not popularized until the last decade. Like the concept of consumption, sustainable consumption has multiple definitions, so much so that the

International Institute for Sustainable Development (IISD) (1999) is compiling a range of definitions associated with sustainable development and consumption. One such definition is that sustainable consumption addresses the demand side (versus sustainable development which addresses the supply side) and looks at how the goods and services required to meet basic needs and improve quality of life can be delivered in such a way that reduce the burden on the Earth's carrying capacity and do not impact negatively on intra and inter-generational equity. As an aside, Consumers International (CI) also supports a shift from the supply side (production) to the demand side (consumption) as a way to ensure sustainability. The demand side focuses on consumers' choice of goods and services to fulfil basic needs and improve quality of life while the supply side focuses on the economic, social, and environmental impact of production processes (Hurtado, 1997; United Nations, 1998). IISD clarifies that inter-generational equity is the principle of equity between people alive, today and in future generations; that is, consumption in one generation should not undermine the basis for future generations to maintain or improve their quality of life. Intra-generational equity is the principle of equity between different groups of people alive today; that is, consumption in one community should not undermine the basis for other communities to maintain or improve their quality of life.

CI (1997) explains sustainable consumption as the fulfilment of basic human needs without undermining the capacity of the environment to fulfil the needs of present and future generations. Lafferty (1994) suggests that sustainable consumption encompasses sustainable management of resources, considerations for the natural environment and societal processes of change, the promotion of human dignity, quality of life and the perspective of interdependence referring to the interplay between people and environments and the relationships between economies, nationally and internationally. The Organization for Economic Cooperation and Development (OECD) published a report of sustainable consumption and production in 1997 that strongly urges that the links between consumerism, economic growth and individual welfare receive deeper and more synergetic analysis if OECD countries want to curb the current unsustainable consumption patterns of member countries. What is disappointing about the OECD report is that it recommends that changing consumption patterns "start with practical measures without aiming to influence deeply-held values" (web site citation).

The global movement for sustainable consumption was formalized in 1992 at the UN Conference on Environment and Development (UNCED Earth Summit) in Rio de Janeiro. Participants at this United Nations conference developed Agenda 21, the Summit's action plan and major policy document. These participants included more than 175 governments, many transnational corporations, and more than 30,000 delegates representing the disenfranchised and the environment. Hawken (1993, 216) convincingly argues that the official Earth Summit was less than a success because the UNCED was unwilling to question the (a) desirability of economic growth, assuming that it is an admirable goal; (b) market economy versus a moral economy; and, (c) development process itself in relation to the desirability of economic growth and technological progress at any expense. His critique is central to the premise of this paper - not challenging capitalism leads to the sanction of relentless consumption, a practice that is not sustainable. In its preparations for the Johannesburg 2002 World Summit on Sustainable Development, the UN notes that "despite gaps in implementation, Agenda 21 and the UNCED principles remain as valid as they were in 1992. However, the context has changed" (UNESCO, 2001, P.5).

Part Two

Citizenship

The first part of this paper developed the familiar concepts of consumption, consumerism and sustainable consumption. This next section will flesh out the newer notions of citizenship, sustainable development (economic, human and social), consumer citizenship and global citizenship in preparation for introducing the idea of participatory consumerism.

Citizenship is defined as the ongoing contribution of citizens to solving community and public problems and creating the world around us (Boyte & Skelton, 1998). Learning and citizenship are life long activities that extend far beyond the formal educational setting (Crews, 1997). Citizenship education contributes to the vision of a transformed world.

Abala-Bertrand (1996) identifies two different sources of the concept of citizenship. First, republican citizenship stresses three main principles: the sense of belonging to a political community, loyalty toward one's homeland, and the predominance of civic duties over individual interests. Second, the liberal tradition of citizenship focuses on individualism and the central idea that all individuals are equal and have inalienable rights (e.g., human rights) that cannot be revoked by the state or any social institution. Both views prevail today and will be reflected in this discussion.

There are three elements to citizenship education: the civil, the political and the social (Abala-Bertrand, 1996; Kerr, 1998). The *civil* refers to community involvement, learning about and becoming helpfully involved in the life and concerns of one's community, including learning through community involvement and service to the community. The *political* refers to learning about, and how to make oneself effective in, public life. This learning encompasses realistic knowledge of, and preparation for, conflict resolution and decision making, whether involving issues in local, regional, national, continental or international affairs. The *social* refers to social and moral responsibilities wherein people learn self-confidence and socially and morally responsible behaviour at work, play and at home - behaviour toward those in authority and toward each other.

Abala-Bertrand (1997) identifies four other dimensions of citizenship education: human rights; democracy; human development and a sustainable development ethic; and, peace at the national and international levels. The inclusion of a human rights component in citizenship education is based on the assumption that all humans are created having equal dignity; all humans have the right to belong to a social and political community; and, that all rights - political, social, civil, cultural and economic - are universal, indivisible and interdependent. Educators should include the dimension on democracy in citizenship education because any legitimate political power emanates from individual citizens, more so if they have been socialized in the skills of preparation, enforcement and improvement of the rule of law (political, legal and judicial institutions). Citizens need to be exposed to skills suitable for their personal, social, economic and political development if human rights and the rule of law (democracy) are to be sustained. Finally, human rights, democracy and sustainable development of humans cannot be attained if peace is not in place, assured and nurtured.

The ultimate educational objective of citizenship education is an increased rate and higher quality of social participation. The main task for democratic citizens is to deliberate with other citizens about the nature of the public or common, collective good and how to achieve it (Newmann, 1989). Other tasks of citizens in a strong democracy should include debate, deliberation, agenda setting, making public judgements, performing community service by serving in civic and political offices, supporting and working for public interest groups and political parties, and least of all, voting (Barber, 1989). The result should be education that prepares *citizens* to forge agreement in pursuit of the common good rather than participation to advance private, individual self interests, especially via consumption.

Consumer Citizenship

Interestingly, when the idea of *citizen* crops up in a discussion of consumption, it can take on one of two meanings. Some interpret it as the consumer having a vote in the maintenance of the market structure; each time they purchase, they cast their ballot (Gabriel & Lang, 1995; Mayer, 1991). Conversely, a citizen is "a responsible consumer, a socially-aware consumer, a consumer who thinks ahead and tempers his or her desires by social awareness, a consumer whose actions must be morally defensible and who must occasionally be prepared to sacrifice personal pleasure to communal well-being"(Gabriel & Lang, pp.175-176). The concept of consumer citizenship will now be discussed.

Kerr (1998) recognizes the signs of alienation and cynicism among people about public life and participation, leading to possible disconnection and disengagement from it. This disconnection and alienation can transfer to the other roles of the person, including their role as consumer. It is much easier to ignore the impact of one's consumption decisions on other people and the environment if one is disengaged from life and politics in general. If one feels disconnected, feels alone, lacks direction and meaning in life and feels out of control, one will make very different consumer decisions than one who feels part of a larger picture, a connected whole, a global community. Tyack (1997) notes that when citizens lose the sense they can shape institutions, it is no wonder they participate less in civic affairs. This line of reasoning can be extended to consumption - if consumers lose the sense that they can shape the marketplace, it is no wonder they become apathetic and participate less critically in the market. Imagine what can happen if people feel lost in both roles - consumer and citizen! People need to fight their feelings of powerlessness and disconnectedness by developing their sense of community and their confidence that they can make a difference in the world (Berman, 1990), especially in their role as consumer. People need to see themselves as *consumer-citizens* in a life long learning process, with "citizen" meaning a responsible, socially aware consumer willing to make reasoned judgements and sacrifices for the common good (McGregor, 1998).

Kerr (1998) refers to "political literacy" and Bannister and Monsma (1982) refer to "consumer literacy." Why not combine them and strive for a new goal - "consumer-citizenship literacy?" It would then be incumbent on consumer educators to blend concepts from both citizenship education and consumer education leading to a powerful synergy and learning experience. People could be socialized to see the links between being a good citizen and being a good consumer. Actions taken in the marketplace would be construed as impacting democracy and citizenship and vice versa. Different consumption decisions would be made and decisions would be made differently. I equate consumer-citizenship with the challenge facing all nations, how to prepare and equip people for the incredible pace of change in modern society and in the global marketplace and its impact on various aspects of their lives, the lives of others and the environment. The role of consumer-citizenship education would be to help people appreciate their roles and responsibilities as individual consumers at the same time they think about the consequences of their actions on other citizens, communities and societies (adapted from Kerr, 1998). Paraphrasing Berman (1990), curricula could be designed for the development of *consumer-citizenship consciousness*. Becoming socially responsible means using this consciousness to intervene to improve one's ability to live, spend and work together.

Furthermore, each person develops a relationship with society, the world and the marketplace. The way each person gives meaning to that relationship determines the nature of their participation in the society, the world and the marketplace. Berman (1990) eloquently notes that relationships are important because people do not make moral decisions in isolation. This insight has implications given the current isolation and disconnectedness people feel in relation to each other and the market. Moral decisions taken as citizens or

consumers lose their meaning in such a barren environment. Such moral free market decisions lead to infringements on the environment, future generations and those living in other countries. If people were sensitized to see themselves as consumer-citizens, a sense of morality, ethics and community could emerge again in the world. A community is a group of people who acknowledge their interconnectedness, have a sense of their common purpose, respect their differences, share responsibility for the actions of the group and support each other's growth. Community is part of citizenship education. If citizenship education becomes associated with consumer education, then it makes sense that consumers become concerned for the welfare of the global community and the impact of their individual and collective consumption behaviour. If there is no civic virtue among people, but only personal and private virtue (Parker, 1989), then consumption may never take on a global perspective wherein people are sensitive to the impact of their decisions on others and the environment. The author agrees with Abala-Bertrand (1996) who said that "social cohesion needs a renewed image of citizenship which is not based simply on economic considerations" (web citation). By extension, consumption behaviour needs a renewed image of consumerism which is not based simply on economic considerations.

Democracy relies on strong, active citizenship inside and outside of government. As well, the economy depends on strong, active consumption behaviour. Both of these, democracy and the economy, are dependent on institutions. The resounding response to the failure of these institutions to deal with common social problems and living conditions has been to restructure or reinvent the institutions. What is needed instead is to reinvent citizenship (Boyte & Skelton, 1998) and, within the argument developed in this paper, reinvent consumers. Citizens and consumers tend to see themselves in narrow roles, not as public actors nor as global consumers, respectively. Boyte and Skelton claim that narrow conceptions of politics and public affairs limit the roles people can play in public life. In close parallel, the narrow conceptions of the market and the economy limit the roles people play in their consumer life. Few would claim the title of citizen because its meaning has become thin and weak but everyone claims to be a consumer, even though its meaning has become thin and weak as well (Gabriel & Lang, 1995) (some will contest this latter point). The time is right to merge the notions of consumer-citizenship leading to an opportunity to socialize people to be responsible, socially aware consumers willing to make reasoned judgements and sacrifices for the common good. Cotton (1997) notes that the people concerned with the common good possess compassion, ethical commitment, social responsibility and a sense of interdependence between people and between people and their environments.

Citizen behaviour affects the public life of a nation and consumer behaviour affects the nature of the marketplace, locally and globally. From a citizenship perspective, a good consumer would think twice before making a consumption decision that impacted negatively on the life of citizens in other countries. Conversely, from a consumer perspective, a good citizen would think twice before acting in such a way that their voice in the democratic process is lost or compromised. There is profound interdependence between the political, social and economic spheres. Consumer-citizenship can balance this relationship in synergistic ways. It would enable students to gain an appreciation of the links between the values and principles of the market economy and the values and principles of a democracy, often seen to be at odds with each other.

The Centre for Civic Education (1997) recently developed a conceptual framework for Education for Democratic Citizenship comprising five elements: (a) the world, (b) the people, (c) the polity, (d) the government, and (e) the citizen. The citizen is expanded to include relations with the first four elements and with other individual citizens. There is no mention of people in their consumption role. Kroll (1991) provides an intriguing view of the consumer and places them in a citizenship role. He explains that the consumer interest needs to be

expanded to include perceiving the consumer as a citizen concerned with the public good. Unfortunately, he does not elaborate on how this role can be enhanced or facilitated by consumer education. I propose that merging these two areas of study is a productive way to make a consumer-citizen perspective a reality. Even more intriguing is the notion of participatory consumerism, a notion that I will discuss after I explore, briefly, the concept of sustainable development in relation to consumption.

Sustainable Development

Evans (1994) clarifies the difference between development and economic growth. He claims that development often is brought in from the outside while economic growth is usually initiated from within a country. Construed most broadly, development refers to the goal of improving the general conditions in which human beings lead their lives (eliminating poverty, reducing illness, improving infrastructure, etc.), thereby promoting human well-being. Development initiatives strive for sustainability, institutional capacity and capability, poverty reduction, empowerment, gender relations, environmental protection, feasibility, good governance, dialogue and participation (Mikkelsen, 1995). If done properly, attempts to stimulate economic growth can facilitate development. Sustainability is an economic state where the demands placed upon the environment by people and commerce can be met without reducing the capacity of the environment to provide for future generations (Hawken, 1993).

Sustainable development is defined as a pattern of social and structured economic transformations (i.e., development) which optimizes the economic and societal benefits available in the present, without jeopardizing the likely potential for similar benefits in the future. A primary goal of sustainable development is to achieve a reasonable and equitably distributed level of economic well-being that can be perpetuated continually for many human generations (Brundtland Commission, 1987). From a narrower perspective, sustainable development ensures that the maximum rate of resource consumption and waste discharge, for a selected development portfolio, would be sustained indefinitely, in a defined planning region, without progressively impairing its bio-productivity and ecological integrity.

The primary objective of the sustainable development is to reduce the absolute poverty of the world's poor through providing lasting and secure livelihoods that minimize resource depletion, environmental degradation, cultural disruption and social instability (Barbier, 1987). To be sustainable, development must improve economic efficiency, protect and restore ecological systems, and enhance the well-being of all peoples (IISD, n.d.). Introduced in 1990, by the United Nations, "sustainable human development is development that not only generates economic growth but distributes its benefits equitably; that regenerates the environment rather than destroying it; that empowers people rather than marginalizing them. It is development that gives priority to the poor, enlarging their choices and opportunities and providing for their participation in decisions that affect their lives. It is development that is pro-people, pro-nature, pro-jobs and pro-women" (UNDP, 1994, p.iii). Taking direction from this definition, I extend the idea of sustainability to be a moral and ethical state, as well as an economic and environmental state, wherein sustainable consumption patterns respect the universal values of peace, security, justice and equity within the human relationships that exist in the global village. Put more simply, not only should consumers be concerned with the impact of their decisions on the environment but also on the lives and well-being of other people.

This line of thinking enables us to bring human and social development into the discussion. There are parallels, but distinctions, between the notions of social development and family and human development. While social development is concerned with promoting social progress relative to economic progress, human development is concerned with the empowerment of individuals and family units that make up society and are the backbone of

the economy. In order to have social development, we have to have human development and vice versa - they operate in concert and are hard to distinguish but the following section will attempt to do describe each one.

Sustainable Human Development

Sustainable human development is a process that enhances the capacity of people to share visions and values, to deliberate together on the common good, to define goals collectively, and to build strategies to reach them. At its heart is the belief that human beings are the agents of change -- that people must define their own development. Sustainable human development is thus rooted in people's active participation -- not just to fulfill their economic and social needs, but to voice their concerns and perspectives on their society and government, to contribute to shaping their destinies. Building sustainable human development will require considerable changes within our own northern societies and governments. We must affect trade and finance flows, consumption patterns, regulation of transnational companies, immigration and refugee policies, and our own use of the global commons (Canadian Council for International Cooperation, 1996).

The concept of human development has two sides: (a) formation of human capabilities (human capital) and (b) use of those capabilities to lead a long and healthy life, be educated, enjoy a decent standard of living, gain political freedom, and secure human rights and self respect (Doraid, 1997). Human development is a way to fulfil the potential of people by enlarging and enhancing their capabilities and their choices and this necessarily implies empowerment of people, enabling them to participate actively in their own development. Human development is also a means since it enhances the skills, knowledge, productivity and inventiveness of people through a process of *human capital* formation broadly conceived. Thus, human development is people centred not goods centred or production centred. It can be seen as an end and as a means to an end. It is about enriching lives and human well-being beyond the notion, within consumer societies, of material enrichment. Investing in the formation of human development should result in more sustainable development. It is important to note, however, that the stock of human capital (knowledge, etc. possessed by human beings) will deteriorate if not maintained and that is where social development comes in (Griffin & McKinley, 1992).

Sustainable Social Development

Social development is more than creating human capital (the objective of human development). Social development refers to the context within which human development occurs and

implies, not only that individuals gain improved skills, increased knowledge and higher levels of physical well-being [human development], but also that they enjoy equal opportunity to employ their skills productively, and a sufficient degree of economic security to make possible stability and satisfaction in their lives. Similarly, social development is related to political freedom and stability, but is much more than formal constitutional democracy. Social development implies not only that people have a voice in government, but also that they enjoy certain basic human rights, that they live in equitable and just societies, that they are free to make choices in their personal lives, and that they are able to carry out their daily activities free from fear of persecution or crime. (UNRISD, 1993, web citation)

The World Bank (<http://www.worldbank.org/html/extdr/thematic.htm>) says that *social* development is development that is equitable and socially inclusive; promotes local, national and global institutions that are responsive, accountable and inclusive; and, empowers poor and vulnerable people to participate effectively in development processes. Table One profiles the aspects of daily life that have to be taken into account in order to ensure social development.

<p>Table One - Dimensions of Social Development as set out in the 1969 UN Declaration on Social Progress and Development, the 1995 Copenhagen Declaration and Plan of Action, and the Geneva 2000 Summit (Eurostep, 2000)</p>
<ul style="list-style-type: none"> • access to basic education, completion of primary, and closure of the gender gap • a life expectancy of no less than 60 • reduced mortality rates of infants and children under five • reduced maternal mortality • food security (access, safety, quantity and cultural relevance) • reduction of malnutrition • primary health care so people are healthy enough to lead socially and economically productive lives • productive employment in equitable and favourable conditions of work • income and wealth distribution • access to family planning and child care facilities • reduce malaria mortality and morbidity (occurrence and death) • elimination and control of major diseases • increase adult literacy, with emphasis on gender • access to safe drinking water and proper sanitation • affordable and adequate shelter for all • provision of community services • comprehensive rural and urban development to ensure healthier living conditions • transportation and communication systems • reduce discrimination against women • reduce poverty

Most documents generated around the Geneva 2000 World Summit on Social Development (five year follow up to the 1995 Copenhagen Summit) tendered long lists of initiatives related to achieving social development but none referred to consumption activities of citizens. In fact, the final document that was released from the Summit (available at <http://www.iisd.ca/wssd/copenhagen+5/index.html>) sets out 10 Commitments for future action in Part III. As expected, there are sections on poverty eradication, employment, social integration, gender equality, education and health. The section on “a Commitment for an Enabling Environment”, within which social development can be achieved, is quite revealing. There are 21 recommendations, one being the encouragement of corporate social responsibility. There is **no** mention of consumer social responsibility (see <http://www.iisd.ca/vol10/enb1063e.html>). Indeed, even though the United Nations Research Institute for Social Development recognized that, within the Commitment to Social Integration, there is a *crisis of responsibility*, it did so in relation to institutions, not individuals (UNRISD, 1993).

Interestingly, the discussion around the Geneva 2000 Commitment to Social Integration is quite relevant to this conference, since it refers to stable, safe, peaceful and just societies based on inclusiveness, citizen participation, solidarity, cooperation and dialogue. I think it would be quite easy to introduce the notion of consumer citizenship in conjunction with a discussion of social development but this is somewhat compromised by the perspective taken at the Summit in regards to the role of markets. Participants recognized the role of a dynamic, open and free market to help people attain social development (access by Majority

consumers to the Northern markets for products and trade) but it did not appear to address the role of the consumers in the North and the impact of their consumption decisions on Majority citizens and the environment.

None of these three types of development - economic, human and social - are sustainable in a consumer society where few people give thought to whether their consumption habits produce class inequality, alienation, or repressive power. They are concerned with the "stuff of life" rather than with "quality of life," least of all the quality of life of those producing the goods and services they consume. A consumer society is one in which discretionary consumption has become a mass phenomenon, not just the province of the rich or even the middle class (Schor, 1999). Consumption in a consumer society leads to materialism, defined as a culture where material interests are primary and supercede, are even subservient to, other social goals (Friedman, 1993). Durning (1992) claims that people living in a consumer culture attempt to satisfy social, emotional and spiritual needs with material things. When this happens, the role of being a citizen is superceded by consumer activity driven by selfish acquisition, or worse yet, uncritical acquisition, naive to the consequences of consuming behaviour.

Global Citizenship

Getting people to see themselves as global citizens first, and consumer second, is complicated by the reality that people tend to see themselves as citizens, or members, of one nation to which they feel they owe loyalty and expect protection rather than as a citizen of the world. This particular sense of citizenship has evolved from clear lines being drawn between "us" (within our nation) and "them" (outside our geographic boundaries) (Hewitt-de Alcántra, 1997). This "insider/outsider" dimension of citizenship raises real problems in a discussion about consumer citizenship and is further exasperated by the individualism inherent in a consumer society. And, to be fair, Richard Falk questions whether citizenship is the appropriate concept for building an ethos of solidarity beyond the nation state (as cited in Hewitt-de Alcántra). Falk argues that citizens bond with each other, within their nation's borders, as a way to resist the abusive elements of globalization thereby further alienating them and fostering the exclusive "us versus them." This alienation is strengthened in a climate that stresses the *benefits* of competition and individual advancement rather than the *obligations* of citizenship. To further complicate matters, Alastair Davidson (as cited in Hewitt-de Alcántra) confirms that, although the word *citizen* is difficult to translate in many languages, each society has a tradition of civic commitment and this diversity adds to the complexity of this issue. We are fortunate that the notion of *global citizenship* paves the way for the genuine acceptance of the idea of a global society rather than a consumer society.

Andrzejewski & Alessio (1999) suggest that global citizenship refers to understanding one's responsibilities to others, to society and to the environment by: examining the meaning of democracy and citizenship from differing points of view including non-dominant, non-western perspectives; exploring the various rights and obligations that citizens may be said to have in their communities, nations and in the world; understanding and reflecting on one's own life, career, and interests in relation to participatory democracy and the general welfare of the global society; and, exploring the relationship of global citizenship and responsibility to the environment. As well people need to understand the ethical implications and dimensions of their behavior in personal, professional and public life and need knowledge and skills to be responsible citizens at all levels.

Global citizenship nurtures collective action for the good of the planet and promotes equity. As citizens, each person has equal rights. Global Citizenship hinges on people recognizing that they are members of a community of peoples who share a single planet. The challenge is to build people's understanding that they have a stake in the well-being of that

planet and its people. Opportunities must be taken to debate issues of collective concern and to participate in meaningful action. As global citizens, people would be prepared to take action in multilateral fora. Moreover, their views and actions on local or domestic issues would be informed and tempered by an awareness of the impact that local action can have on the quality of life in the world at large. People would value justice, fairness, equity and hold a profound belief in the inherent dignity and rights of every human being (Canadian Council for International Cooperation, 1996).

Oxfam's (2000) discussion of a global citizen is very useful. A global citizen is one who (a) is aware of the wider world and has a sense of their own role in that world as a citizen, (b) respects and values diversity, (c) is willing to act to make the world a more equitable and sustainable place, and (d) takes responsibility for their actions. Bryer (2000) notes that a global citizen knows where and how they fit in the wider world and has the potential to develop the understanding and the skills to make an impact for the better. They are self-aware because of being open and sensitive to others. Their sense of self - of self-identity and self-confidence - is the more grounded because they better understand the whole, and see how they are linked into, and connect to, the world. Their sense of self-esteem will continue to grow because they know they can act to make a difference. He adds that being a global citizen is not just about understanding, attitudes and values; it is about standing up, standing out and taking action - participating in the world as a citizen. This brings me to the idea of participatory consumerism.

Part Three

Participatory Consumerism - A New Consumer Citizenship Concept

Because consumerism sets each person against him/her self in an endless quest for the attainment of material things (Verdant, 1997), it is a real challenge to get people to see themselves as consumer citizens in the global sense. In reality, few people give thought to whether their consumption habits produce class inequality, alienation, or repressive power. They are concerned with the "stuff of life" rather than with "quality of life," least of all the quality of life of those producing the goods and services they consume or of the environment. Durning (1992) claims that people living in a consumer culture attempt to satisfy social, emotional and spiritual needs with material things. Wisalo (1999) suggests that such consumerism occurs because of humans' insecurity in their hearts and minds. Ironically, people allegedly consume to gain this security. He says that people feel they can become a new person by purchasing those products which support their self-image of whom they are, want to be and where they want to go.

Regrettably, this approach to becoming a new person, to developing a sense of self, is unsustainable. People "under the influence of consumerism" never feel completely satisfied because owning something cannot help one meet the security of heart and mind, the deeper needs of humanity. Constantly spending and accumulating only gives short term fulfilment and relief from the need to have peace and security in life. But, I propose that people can't help themselves if they see themselves as just a consumer. People behave as they do in a consumer society because they are so indoctrinated into the logic of the market that they cannot "see" anything wrong with what they are doing. Because they do not critically challenge the market ideology and what it means to live in a consumer society, they actually contribute to their own oppression (slaves of the market and capitalism) and the oppression of others who make the goods and of the natural ecosystem. We have discussed this already under the label of unsustainable consumption patterns.

I think a fundamental question that is driving this conference on consumer-citizenship is "can they help themselves? Are they too programmed in the consumer culture to change their ways?" I think the answer is that it is not too late, that people can be enabled to engage

in 'participatory consumerism' in their role of consumer citizens. Hewitt-de Alcántra (1997) declared, "the starting point of *citizenship* is the attempt by ordinary people to impose order in chaos," and there is no doubt that their relationship with the market economy is chaotic and in need of rearrangement!

Participatory consumerism would be about personal and social transformation for the liberation of oppressed people in their consumption role. People who are oppressed are being exploited and taken advantage of due to their circumstances and who feel they cannot flee from, or change, what appears to be, irreversible conditions. Strong, unsustainable consumption behaviour patterns develop (behaviour that negatively impacts all three types of development), having been formed and unchallenged over a long period of time (paraphrased from Freire, 1985). Participatory consumerism would involve people creating new knowledge drawn from deeper insights into their mind and their heart about why they are consuming. These insights involve reflection, value clarification and socially responsible decisions that take into account known and unknown social, ecological and generational consequences. Reflection involves exploring one's own experiences in a conscious manner in order to acquire new understandings and new behaviour patterns (Suojanen, 1998). Participatory consumerism would produce a compassionate culture in addition to the existing consumer culture, maybe someday replacing it. The intent of participatory consumerism would be equitable communities and societies that maintain, for the time being, a free market structure characterized by justice, peace, security and freedom. Eventually, those practising participatory consumerism strive for an economy of care, a moral economy to replace the current capitalistic driven market economy (Goudzwaard & de Lange, 1995; Korten, 2000).

People would be the essence of participatory consumerism, not just money and profit. It is recognized that we all have to consume in order to meet daily, basic needs. But we do not have to do this at the expense of our soul, others or the ecosystem. To reiterate, participatory means a state of being related to a larger whole by taking part, sharing and contributing. Consumerism from this perspective would embrace ethical and moral issues, spiritual wellness, ecological soundness and both rights and responsibilities.

Transformational participation entails participation in such a way that sustainable results that will continue when the initiative is completed. Transformational participatory consumerism would involve evolution wherein people would see themselves as world citizens first and consumers second. As Gabriel and Lang (1995) so aptly phrased it, a citizen is "a responsible consumer, a socially-aware consumer, a consumer who thinks ahead and tempers his or her desires by social awareness, a consumer whose actions must be morally defensible and who must occasionally be prepared to sacrifice personal pleasure to communal well-being" (pp.175-176). Hence, the notion of participatory citizenship is relevant in this discussion of participatory consumerism. Participatory citizenship involves discussion among people about public issues shaped by listening, talking and acting such that the world changes for the better. Applied to consumerism, similar public discourse would involve the implications of current consumption behaviour on the lives of others, future generations and the integrity of the ecosystem. Topics would include human rights, the environment, justice, living and working conditions, peace, security, freedom, and cultural sensitivity. This consumer dialogue goes a long way toward augmenting the current narrow consumer dialogue about how to get the best buy and value for dollar spent and how to protect the rights of the domestic consumer (safety, information, choice, redress etc.) while at the same time ensuring profit for the firm and an appropriate regulatory role for government; that is, how to balance consumer, business and public interests.

Participatory consumerism would involve active reflection prior to, during and after purchase decisions. Reflective participation (Newmann, 1989) entails dealing with uncertainty while knowing that choices have to be made and action has to be taken (this

action could be a decision not to purchase). Moral issues have to be dealt with, referring to disagreements people may have about values that justify personal consumption actions. Reflective participation in the marketplace would also involve consciously deciding what one is going to reflect upon, appreciating that the main focus is to formulate a position on a purchase decision and then win support for it, internally and externally. Gaining this support involves being accountable to mutual interests as well as self-interest. Reflection allows one to step back from the immediacy of a situation and examine one's beliefs, attitudes and past behaviours in a dispassionate manner (Jackson, 1990). This detached reflection flies in the face of the need for instant gratification and material accumulation, features of the prevailing consumer society. Nonetheless, participatory consumerism would involve the dynamic process of action-reflection-revised action. The reflective moment may be prolonged for one type of consumer good or service and short lived for another but the mere act of reflection negates thoughtless purchasing decisions.

Ongoing, active participation in consumption would help people to be ever curious, to take risks in their decision climate of uncertainty, to gain a better understanding of complicated realities comprising the global marketplace, and to gain enough power to work for improvement in their consuming role, and by association, the well-being of global citizens (paraphrased from Smith et al., 1995). Indeed, one can be a consumer while disagreeing and criticizing the marketplace in their role as citizen. An increased sensitivity to one's connectedness to others in the world's marketplace could be referred to as conscientization - gaining a conscience. This personal growth involves becoming more fully human, not just a more efficient consumer. To take us back to the beginning, participatory consumerism involves unveiling the world of oppression of the everyday citizen in their consumer role and expelling the market myths created and perpetuated by free market proponents. The results will be a conscientious citizen participating in their role of consumption with the interests of themselves balanced with the interests of society, future generations and the ecosystem. Perceiving citizens as “participating” consumers is a powerful way to extend the current dialogue around (a) sustainable consumption, (b) the promotion of human dignity, quality of life (human and social development), and (c) the perspective of interdependence referring to the interplay between people and environments and the relationships between economies, nationally and internationally (Lafferty, 1994) (see Table 2 for a summary).

Table 2- Components of a Participatory Consumerism Approach

- # public discourse - discussions among people about human citizenship issues, discussions shaped by listening, talking and acting such that the world changes for the better - *expanded consumer dialogue*
- # people seeing themselves as *citizens first* and consumers second
- # consumers seeing themselves *related to a larger whole* by taking part, sharing and contributing; that is, participating in their world as citizens who consume to meet basic needs
- # people *creating new knowledge* drawn from deeper insights into their mind and their heart about *why* they are consuming - reflection
- # equitable communities and societies that, for the time being, maintain a free market structure characterized by peace, social justice, security and freedom - *eventually* . . . strive for an *economy of care* - a moral economy
- # a dynamic consumption process of *action-reflection-revised action* due to reflective participation in the global village in one's consumption role
- # people will gain a *citizen consumer-conscience* whereby they become more human citizens not just more efficient consumers

includes: vulnerability, risk taking, uncertainty, trust, cooperation, public discourse, dialogue, openness with healthy suspicion, and patience with your and others' impatience and fear

Conclusion

Recently, the UN recognized the link between consumption, citizenship and development. The 1998 UN Human Development Report was titled Changing today's consumption patterns - for tomorrow's human development. The premise of this report was to make people aware of how consumption patterns affect human development and sustainability. The author recognized the irony in the fact that human life is nourished and sustained by consumption but that our current consumption patterns are not sustaining all human life. The report recommended 4 S's to illustrate how consumption could benefit human and social development: (a) it should be shared, meaning basic needs should be ensured for all (equality); (b) strengthening - build human capabilities; (c) socially responsible so it does not compromise the well-being of others; and, (d) ecologically sustainable for future generations.

According to the rules of the World Trade Organization (WTO), governments cannot block the import of a product on the basis of how it is produced (labour conditions, rights, social justice, environmental concerns) BUT consumers can refuse to buy these products (Meadows, 2001). This type of behaviour can be reinforced if we begin to foster notions of citizenship along with self-oriented materialistic views. Citizens do not just consume; they *contribute* from a complex set of rights and responsibilities (Hayes, 1999). By association, we have to get people to change their perception so they see themselves as citizens first, and consumers second. When people stop and examine their lives, they begin to live more consciously - *the conscious consumer*. Guy (1998) poses a very interesting question, "how can we infuse into the traditional economic justifications for action, additional dimensions of inequality and community, social justice and liberty, and the normative limits of the market" (p.9 of 17)? Her answer to this question is that we foster the empowerment of the *deliberative citizen*. To put an interesting twist on Frideres' (1997) notion of civic involvement, practicing being a consumer citizen could generate positive identification with citizens in the global village, a link that is being threatened by the unending stream of products, ideas and values resulting from neo-liberal, free market globalization. Frideres defines civic involvement as "the patterning of how we share a common space, common resources and common opportunities and manage interdependence in that 'company of strangers' which constitutes the public." It is an easy leap to see "the public" to mean the rest of the world rather than just those living within a nation' or a local community's geographic boundaries.

The literature on why people become civically active can inform this discussion of consumer citizenship. Basically, there are those who will get actively involved in this movement and those who will free ride. The incentives for beginning to see oneself in the role citizen first and consumer second are likely purposive in nature (bettering the community, doing one's duty and fulfilling a sense of responsibility) while different motives, in addition to (1) *purposive*, come into play if people plan to continue in the role of a consumer citizen ((2) *material* (quality, integrity, etc. of products and services) and (3) *solidarity* (friendship, a sense of oneness, being part of something bigger than you and personal satisfaction)) (Frideres, 1997).

A recent UN study leads me to believe that there is great potential for youth to begin the journey to be consumer citizens and it is up to us to get them to continue on this journey. In 2001, the UN Environment Program (UNEP) and UNESCO released the findings from their study of youth and sustainable consumption, "*Is the future yours?*" The report reflects the responses of over 5000 youth from 24 countries. The survey did not ask questions directly related to sustainable human and social development but focussed on environmental sustainability. However, in a general question not specifically tied to consumption behaviour,

three quarters of the youth agreed that the biggest challenges for the future are reducing environmental pollution, improving human health and respecting human rights (they felt these are crucial). As well, over two thirds felt that reducing child labour and reducing the difference between the rich and the poor was also crucial. Almost two thirds agreed that they were consuming too much, over half said it was not important that they have a lifestyle compatible with their friends and two thirds had already been thinking about their own consumption. Even more encouraging is that almost half (46%) agreed that citizens were “mainly responsible” for improving the world rather than government, industry or international organizations (UNESCO/UNEP, 2001).

There is a challenge here in that youth from Northern countries did not see themselves as responsible as those in Majority countries, a disconcerting fact given the reality that it is the Northern consumer who is most responsible for the unsustainable consuming behaviour. On the other hand, at a 2000 workshop related to the project (youths were there in numbers), it was determined that sustainable consumption definitely has social, political and human rights dimensions and that we all have to consume better by choosing products and services that have less impact on nature and others (UNESCO/UNEP, 2001). This encouraging finding brings me full circle back to the title of my talk - *is consumer citizenship a pathway to sustainable development* and it is obvious that the answer is a resounding YES, especially if we can integrate the concepts of sustainable development and consumption, sustainable human and social development as well as economic development, global citizenship and the evolving notion of participatory consumerism. I am eager to hear the other keynotes and to begin the process of pulling all of this together to advance the concept of consumer citizenship.

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Consumer citizenship — global democracy in a commercial context?

Victoria W. Thoresen, Hedmark University College, Norway, April 22, 2002

The stage of today's global community is cluttered with actors—fighting, killing, molesting, controlling, helping, cooperating and supporting one another. They represent the civil society, the political realm and the kings and emperors of the free market. Researchers, such as Daniel Miller, claim the consumer is a global dictator on this stage and controls by his/her market choices the growth of the market and the direction of global development (1). Other evidence indicates that the consumer is merely a pawn in a game of social acceptance, influenced greatly, if not entirely, by advertising and commercial pressure.(2)

Whether dictator or pawn, the consumer is a social force to be reckoned with on the complex international scene as well as in local and national arenas. As with most forces, the power the citizen-consumer represents, can motivate constructive, collective actions or provide the fuel for destructive, egocentric campaigns. “Globalization is integrating consumer markets around the world and opening opportunities. But it is also creating new inequalities and new challenges for protecting consumer rights...Ever expanding consumption puts strains on the environment and turns the affluence of some into the social exclusion of many.” (3)

Developing consumer citizenship in an educational context based on an appreciation of global democracy requires reflection over what democracy and citizenship are in principle and how democracy is connected to the market and the consumer. It demands an analysis of the extent to which global democracy already exists. And last, but not least, it is necessary to examine how teaching consumer citizenship as a key to developing global democracy, differs from general citizenship education and traditional consumer education.

Democracy

The most common definition of democracy is that it is a form for governance anchored in popular representation and characterized by freedom of speech, freedom to organize, and the rule of law and order. Democracy is composed of patterns of social behavior within specific structural settings which are to be found on all levels: the formal government, non-governmental organizations, and community organizations. These patterns direct coexistence, facilitate exchange of opinions, contribute to transparency and accountability and define and revise the definitions of rights and responsibilities.

Democracy is a system of power distribution. It determines the limits of power certain institutions and individuals can exercise. Democratic systems evaluate and interpret laws and regulations, and thereby disperse sanctions and penalties. The distribution of power inherent in democratic systems is also intended, in principle, to function as a tool for conflict resolution. Though this is not always the case, the checks and balances between executive, legislative and judicial institutions have this as a fundamental aim.

Democracy can also be described as an expression of collective ideals and aspirations. Due to the intrinsic flow of opinions from the citizen to the elected representatives, popular sovereignty is meant to ensure the constant modification of aims and goals to suit the altering conditions of societies. (4) Thus democracy, in principle, provides incentives, revises priorities, and creates common focuses.

Citizenship

Citizenship is a form for social cooperation and identification, commonly understood as membership in a nation-state.(5) It is, as Mark Kingswell says, “a way of making concrete ethical commitments of care and respect”. (6) In the sociological tradition of T.H. Marshall

(1950) citizenship is directly related to a person's exercise of his/her fundamental rights and responsibilities in society. Whether one speaks of representative democracy, in which it is a prerequisite that everyone is eligible for election, or participatory democracy, where citizens are expected to cooperate, influence and take partial responsibility for the deeds of the government, it is clear that in a democracy the citizen plays a vital role. (7) In both forms of democracy, the citizen is the key figure in conceptualizing and implementing a community's programs and policies. Anger and rage may characterize the modern citizen who experiences that others make decisions on his/her behalf or without heeding his/her opinions. Nonetheless, channels exist for making oneself heard and influencing processes. The actual distance between those governing and the "little man on the street" may be great, or seem so; nonetheless, citizenship is about a community's capacity to effect and manage change however great the distance.

Figure 1. The following is a matrix model which describes in brief some of the basic elements of democracy in principle. The arrows roughly indicate the existing currents of influence. The matrix, can serve as a simplified overview of structures and processes in society. It has also proven to be a useful didactic tool in teaching civic education.

	<i>Patterns</i>	<i>Power</i>	<i>Priorities</i>
Institutional -executive -legislative -judicial	-coordination -laws -trials	-control -punishment	-justice -maintaining status quo
	↓ ↑	↓ ↑	↓ ↑
Individual	-identity -participatory governance	-debate -electoral voting -referendum voting	-rights -welfare -opportunities

Democracy and the market

If one were to use this matrix as it now is, for a point of departure in teacher training or direct teaching in schools and universities, it would quickly be judged insufficient. An essential element needed to describe the functions of a democratic society has not yet been mentioned.

Corporate, market related entities and mass media are not always included in an overview presenting the elements of democratic governance. They are generally conceived as representing the private sector and are linked to the goal of individual profitmaking. However, in today's tightly interconnected society, privately owned commercial businesses not only influence the manner in which nations acquire resources for governance and social welfare, but, to a great extent, also determine the nation's priorities for economic and social growth and resource usage. (8) In many countries, corporate enterprises and mass media define "acceptable" lifestyles and behavior, and thereby exercise a decisive power in society. They contribute to the creation of identities and to the exchange of opinions and thus are integrally involved in processes central to democracies.

The fact that corporate actors have such a dominating position in determining priorities and maintaining power in society has highlighted the need for improving the balance between freedom for commercial endeavors and the safeguarding of consumer rights,

social development and environmental quality. (9) Though agreement grows as to the need, there has been extensive debate about who is responsible for putting the necessary controls in place.

As the saying goes, “Who will put the bell on the cat and save the mouse?” Voluntary codes of conduct and corporate ethical trade initiatives have been seen in numerous cases as being corporate crisis management (10). Negative publicity is met with “We care” public relations campaigns. Shell and Nike are examples of such corporate behavior. And while some may question the sincerity of such campaigns, there may well be commercial businesses who are genuinely interested in the social and ecological impact of their endeavors. The idea of governments attaching conditions and requirements to loans and investment grants is another suggested solution for limiting concentrations of corporate power. And the grassroots activities of the consumer as he/she boycotts/lobbys/chooses alternative products is still one more approach. The exchange of concerns and the flow of influences is not one-directional. As the matrix indicates, when the private sector is included, it is possible to chart the multi-directional and, to an extent, responsive flow from business to the individual to the government and vice a versa.

On a more theoretical level, the formalist view of economics defines economy as the ways in which actors use available means to maximize values (both material and non-material). Democracy can similarly be defined as a set of ways in which actors (citizens) use available means (democratic institutions) to maximize values (both material and non-material-specifically life quality). Thus, the inclusion of the private sector in an overview of central elements in democracy does not necessarily involve a contradiction of terms or processes.

Figure 2 (next side) presents a slightly more detailed overview of modern democracy including the private sector.

Figure 2.

	<i>Patterns</i>	<i>Power</i>	<i>Priorities</i>
Public institutions -executive (Cabinet) -legislative (Parliament) -judicial (Courts)	-coordination -laws -tolls, tariffs -trials ↓ ↑	-control -punishment -exclusion -incentives ↓ ↑	-justice -peace -national inflation control -maintaining status quo ↓ ↑
Private sector -private (industries, businesses) - mass media -public (interest organizations)	-production -employment -investment -reinvestment -information distribution -debate, advertising - information distribution -lobbying ↓ ↑	-product supply -resource usage -image/lifestyle creation -price regulation -profit ↓ ↑	-economic growth - sales, economic profit -accountability -transparency ↓ ↑
Individual Citizen	-identity -participatory governance -need satisfaction -desire gratification ↓ ↑	-debate -electoral voting -referendum voting -product demand -production and sales accountability ↓ ↑	-rights -welfare -opportunities -social acceptance ↓ ↑

Consumer citizenship

When swimming, bicycling or skiing, one adjusts one's balance, speed and reactions according to the physical conditions one encounters. In the modern global society the citizen must likewise adjust his/her patterns of behavior, use of power and choice of priorities according to the social, economic and ecological conditions he/she encounters. In Norway, during the Parliamentary elections of 2001, more people bought tickets on election day for the lottery, than cast their vote. Only a century ago, the focus of political involvement had mostly to do with production and employment policies. "Business has overtaken politics as the primary shaping force in society..." claims Anita Roddick. (11) Today the focus has shifted to the options available to the consumer and the consequences of his/her choices. Repeated encouragement by governments to citizens "to produce and buy!" imply that consumption is a

patriotic deed which strengthens the national economy and leads to growth and well being. (12)

Isin and Wood (13) state that a new analysis of the role of the citizen must take into account the distinctive addition of the citizen's role as a consumer as well. A consumer, being a person who has made an agreement or a contract for a service or a commodity for personal use, has certain specific rights and responsibilities. (14) Consumer rights include: the right

- **to satisfaction of basic needs**
- **to safety**
- **to be informed**
- **to be heard**
- **to redress**
- **to consumer education**
- **to a healthy environment**

Consumer responsibilities are not so often enumerated. As with the responsibilities of the general citizen, the modern consumer can be expected to be an active, responsible participant in the development of a just and safe world; an individual who makes aware, critical choices in the marketplace which neither destroy the environment nor limit the development of other human beings. A more dramatic way of defining consumer responsibilities is that they involve a fundamental reorientation of both the principles and institutional arrangements that govern production and consumption. (15)

Such responsibilities are easy to speak of, complicated to put into action. Access to relevant information is an essential prerequisite. Where does the burden of proof lie? Must the consumer use his/her time and energy researching production, marketing and disposal of every candybar? How is the consumer to handle the information he/she receives? Most importantly, how can the motivation to apply the information and involve oneself in debates, lobbying, boycotts, and other activities—perhaps more creative and as yet unthought of-- be stimulated? The citizen-consumer can potentially be a countervailing power—a critique and modifier of public economy and state regulation in the event that the citizen-consumer does not turn into (or remain) a frustrated window breaking street demonstrator.

The global consumer

In this present age of cosmopolitans, jet-setters, immigrants, tourists, refugees and corporate cousins a large percentage of individuals' affiliations are related to or include a degree of commercial activities. Market research has identified "global elites" such as teenagers, who have the same consumption styles and prefer global brands, be they of T-shirts, jeans, pop-music or videos (16) Global advertising spending is well over 435 billion USD yearly. There is a constantly increasing flow of consumer products to new markets all over the globe. Competition to sell on an international scale is intense and aggressive as globalization has become a corporate ideology along the lines of global liberalism..

The emergence of the global consumer has been a complex process springing from several changes on the international scene. *Mobility of production* has been a source of dramatically altered the lifestyles of masses of people around the world. In industrialized as well as Third World countries farmers, peasants, fishermen and tradesmen have turned almost overnight into proletariats and more active consumers.

The mobility of production combined with technological advances in transportation and communication have lead to increasing *mobility of population*. Urbanization began well before the last century. It has continued with added momentum and has become one of the major challenges to societies on all continents. Migration, both for humanitarian and

economic reasons, has resulted in the rapid transformation of homogeneous communities into multiethnic ones with diverse consumer needs and wants.

Due to the advancement of information and communication technology, cultural (and also commercial) symbols are transported to all corners of the globe to a degree never experienced in former decades. This *mobility of symbols* provides the opportunity for a greater range of choices inspired by commercial role models.

The *mobility of money* has also contributed greatly to the growth of the global consumer. Money is a common denominator which makes it possible to compare a vast number of services and commodities. The expedition of the monetary flow due to international electronic financial systems has opened markets previously closed to the common man. Options for the acquisition of both commodities and experiences have increased dramatically.

The *mobility of information* cannot be ignored. A person's private life has in the past few years become a matter of public interest. Markets collect and analyze information on what people buy, read, and use money for. Easily accessible statistical registers indicate where people travel, what their health history is and what income they make. Market profiles provide fuel for new international trends. (17)

Globalization, within the spheres of economics as well as politics and social development, has brought magnificent improvements and veritable tragedies. Consumption is not equally distributed around the globe. Poor people and poor countries bear many of the costs of unequal consumption. "The world's dominant global consumers are overwhelmingly concentrated among the well-off, but the social and environmental damage from the world's uncontrolled consumption falls most severely on the poor." (18) The poor often participate in the esthetics of consumption but not in consumption itself. Stimulating consumption in poor countries, however, must take place in different ways that in rich countries if sustainable, human development is to be achieved.

Global democracy

Although the matrix presented in Figure 2 describing the consumers role in a democracy is more comprehensive than in Figure 1, it still has a major shortcoming. As a didactic tool it to some extent reflects relationships and flows of influence which occur on local and national levels, however it ignores the global dimensions as well as the global intrusions on local and national systems and behavior. The actors on the world stage have for centuries been preoccupied with their particular corner and nearest neighbors. This has changed dramatically. As William Greiser states it is "One world, ready or not". (19) Globalization has increasingly assumed not only economic dimensions but also social, cultural and political dimensions. A comprehensive analysis of the extent to which the world has been propelled towards global democracy is beyond the scope of this presentation, but a brief historical summary of relevant events is in place.

The beginning of the previous century has been designated by a number of historians as a period of transition from governments in power due to force, tradition, inheritance or claims of divine appointment to an era of self-determination and nation-building based upon constitutionalism. (20) Simultaneously several international movements evolved, creating political identities which transcended the boundaries of the nation state. These were, for example, the rise of the so called "Fourth Estate", the international news media; the Suffrage Movement for women's right to vote; the expansion of the trade Unions and the rise of socialism followed by the growth of the welfare state with income maintenance, public health, housing, universal education, crime control and cost sharing (taxes). In addition one must mention the anti-slavery movement, the temperance movement, the rapid growth of

international technical organizations such as the Universal Postal Union and the Food and agriculture Organization, and humanitarian organizations such as the International Red Cross.

It was not, however, only the ascension of professional and interest organizations which contributed to the dawn of global democracy. Politically, the conflicts of the previous century as well as the international peace movement played significant roles. Already in 1815 in Vienna, today's traditions were inaugurated regarding the use of third party nations to mediate between two countries in dispute. The use of international commissions of inquiry and the peaceful settlement of international disputes by arbitration were also established by the middle of the last century. These "new" approaches to global peace were supported by the establishment first of the League of Nations and later by the United Nations and its associated organizations. The emergence of international law and a host of international Treaties and agreements of the last fifty years is also clear testimony of a world community using democratic methods on a global scale to achieve common good. In this category the most prominent example is certainly the declaration of human rights. Others are the non-proliferation of nuclear, chemical and biological weapons agreements. On a more constructive, rather than merely prohibitive basis, the international agreements on multilateral aid (as opposed to purely bilateral aid) have also made a great contribution to the growth of international cooperation. This again has fostered the enormous number of non-governmental interest organizations who carry on extensive international relief work, aid work, and human rights monitoring. (20)

As the aforementioned historical data indicates, embryonic institutions and organizations for the exercise of global democracy do exist, even though many of them are still only in preliminary stages of evolution. Patterns of global democratic behavior are also identifiable. This is not to deny the existence of counter forces, unlimited power usage, such as nationalism, ethnic revival, economic imperialism and militarism. Dual processes of separation and unification are obviously at work simultaneously. But, there also exist individuals and institutions, even parts of the private sector, whose priorities are, as the next paragraph will explain, conducive of global democracy.

With this in mind, some elements of global democracy might be described as in Figure 3 (next side).

Figure 3.

	<i>Patterns</i>	<i>Power</i>	<i>Priorities</i>
Public Institutions - United Nations, (UNEP, UNDP, UNESCO, etc.) E.U., OAS, ****, - International courts and tribunals	-debates -declarations -conferences -reports -action plans -research -international law -trials ↓ ↑	-influence international opinion -economic sanctions -military actions -exclusion/inclusion -approval, condemnation ↓ ↑	-peace -coexistence -human rights -relief aid -poverty eradication -sustainable human development -justice ↓ ↑
Private sector -multinational companies -WTO, IMF, WB, OPEC, **** -mass media -public interest organisations (NGO's)	Material profit Lack of ethical codes Resource dissipation Loan and debt growth from North to South Trade blocs and agreements information exchange Information dispersal Lobbying, demonstrating ↓ ↑	Economic and commercial influence Psychological Influence transparency accountability ↓ ↑	Economic development Expanded markets Controls by tariffs and tolls Solidarity Ethical trade Environmental Soundness ↓ ↑
Individual Citizens	Global identity Turisme, migration, study exchange, cybernetic and media updatedness ↓ ↑	Public opinion Market choices and product demand grassroots governance ↓ ↑	Solidarity Ethical trade Environmental Soundness ↓ ↑

The world citizen-consumer

A constantly increasing number of actors on the world stage regard globalization as the next and inevitable stage in mankind's evolution towards a world civilization. According to many, "The world is one country and mankind its citizens" (20) Individuals—citizens from diverse nations—participate in global actions identical in many respects to the engagement in society referred to on a national level as citizenship. Institutional consultation and collaboration is common. Cooperation amongst the private sector, particularly the non-governmental organizations grows on all levels.

The essential difference between local/national citizenship and world citizenship is neither the patterns of behavior nor the power wielded, but the priorities chosen. The world citizen, according to those who have, together with the United Nations, tried to propagate this concept, acts on the principle of the oneness of the human race, which encompasses tolerance and brotherhood, appreciation for the richness and importance of the world's cultural and social systems, and those traditions which contribute to a sustainable, global environment and world civilization. When attitudes like these are firmly integrated into behavior patterns,-- whether in relation to institutions, the private sector or other individuals in a social setting— they provide the essential impulse that secures progress towards a just and safe world.

Global democracy of the near future, would, of necessity, involve the growth of institutional flexibility while at the same time limiting the concentrations of power and authority. Both of the above mentioned would have to occur within the framework of international law which safeguards the rights of the individual. This would promote self-reliance and minimize habits of dependency and conditions of extreme economic disparity. The world citizen would contribute to the development of institutional, social and economic models. They would work towards the establishment of a unified world economy which could coordinate transitions such as economic migrants, the flattening out of trade cycles, the preventing of shortages and inflation during boom periods as well as unemployment during recessions. Most importantly, the world citizen would, through his/her actions both in the market and in the politics of society, work for equitable distribution of resources, especially natural resources. The timeworn approach that supports the notion of fate determining the status of a country (lucky Norway sitting on so much oil) would be replaced with ways of just ways of sharing global reserves. (21) The principle of world citizenship fosters an ethic of service and sacrifice to the common good and includes an understanding of both the rights and responsibilities of all individuals everywhere on earth.(22)

The duties of a world citizen stem from the priorities indicated in the third column of Figure 3.

Consumer citizenship training > civic training + consumer education

The components of civic education are often identified as civic knowledge, civic skills and civic virtues. (23) Civic knowledge covers knowledge of: principles of democratic theory, operations of democratic governance and behaviors of democratic citizenship. Civic skills are operations which are intended to enable the learner to understand, explain, compare and evaluate principles and practices of government and citizenship. Civic virtues are traits of character necessary for promoting and preserving democratic government and citizenship. Some of these are respect for the worth and dignity of each person, civility, integrity, honesty, self-discipline, compassion, and an attitude of service.

Consumer education has traditionally focused upon the role of the consumer and the ways of solving consumer related problems based on the rights and responsibilities of the producer and consumer. Product quality, environmental impact and consumer safety have been central themes. As increasingly more educators realize that consumption of products and services determines social status and contributes to the creation of personal and group identity, consumer education has come also to deal with both understanding the symbolic value of commodities and services as well as how to function in relationship to the system which produces, distributes and markets these. Consumers International issued recently a broader definition which comes closer to the idea of consumer citizenship training:

“Consumer education addresses not only problems of consumers individually but also of sustainable consumption, social justice, human rights, ethical values, and poverty

eradication. Consumer education contributes towards the formation of a participative, critical and competent citizenship.”

Consumer citizenship education, if it is to be a key to global democracy, should include the following:

1) Recognition of new patterns of cognitive understanding and moral development amongst today's children

Modern society confronts children with sights, sounds and other sensory experiences and language codes which are multicultural, historically complex, morally diverse and most often unrelated to their earlier impressions. The process of integrating information into meaningful units of understanding becomes extremely elaborate, difficult and for some distressing. The global culture demands of children, quicker reactions, greater flexibility and more extensive creative capacities than ever before. In addition it requires more comprehensive morals in relation to daily activities in the market place. Many prejudices exist due to lack of experience. Some prejudices exist due to lack of empathy. A large number of modern prejudices are due to commercial persuasion. Consumer citizenship education will need to challenge prejudices and assist students in absorbing and processing information.

2) Awareness of children and youth's pressing need to clarify their purpose in life

To claim that “economic imperialism has eroded the fabric of personal and collective dignity” is a striking accusation. None the less, millions believe that drinking a Coke, or smoking a Marlboro makes you more of a “man” than by not doing so, or that wearing products from Gucci or Armani makes you more of a woman. Certain advertisements claim their products are worth “killing for” or even “dying for”, which some children and youth actually do.

Schools have the responsibility, together with parents and religious groups, to provide ways of stimulating reflection by the students on the commercial goals and practices of the consumer centered society. Are the lifestyles which are marketed viable, meaningful and morally consistent? Do they contribute to the kind of society the student is interested in building or maintaining? How do such lifestyles fit the standards of world citizenship?

3) Helping students gain insight into the processes and systems not only of democracy but also of human development on a global scale

Consumer citizenship education must deal with how humankind can manage its resources, how conflicts can be solved and how we can contribute to the future. To do so students must develop hindsight, historical understanding, into the growth of today's global society. Which systems and processes must be maintained and which are defective and in need of alteration? What is the individual's role in relation to the larger mechanisms of governments and the private sector? How can the citizen-consumer influence production, distribution, marketing and sales? Which rights and responsibilities exist and which are lacking for oneself and for others? How can changes be made, by whom and when?

The United Nations presented in 1998 an agenda for international sustainable consumption patterns and poverty reduction.(24) The agenda is a framework which does not ignore the need for developing new economic models. It provides teacher trainers and teachers with essential points of departure in terms of consumer citizenship education. The six main topics are :

- **Reducing poverty**
- **Food and nutrition**

- **Energy –a key link between poverty and the environment**
- **Water and sanitation – critical consumption for health**
- **Housing – adequate shelter as a universal right**
- **Transport – the road to empowering the poor**

Dealing with local, national and global issues such as those mentioned above is a didactic challenge because the subject matter is highly interdisciplinary. U. N. Secretary General, Kofi Annan, commented upon the main factors which have hindered implementation of Agenda 21. He stated that it was the fragmented approach that has seen policies and programs address economic, social and environmental issues, but not in an integrated manner. (25)

4) *Motivating students to put positive attitudes into actions.*

Being a concerned, active citizen-consumer on local, national and global levels is often bewildering and frustrating. A recently published UNESCO/UNEP research report, “Is the Future Yours?” asked 10 000 middle class youth in 24 countries about their consumer attitudes and habits.(25) Only a small minority were willing to consider engaging in some form of social activism in order to improve present conditions in the world. Approximately 36% preferred to effect changes by personal actions such as the choices they make when shopping. Pessimism, apathy, cynicism and hopelessness seem to be as rampant as the loud, violent protests.

Families and schools face the challenge of nurturing students’ self confidence and creativity. Teachers must convey the conviction that the system can be modified to meet the complex tests of the future. Students need to be encouraged by learning of positive examples of crisis turned success.

Conclusion

Tomorrow’s actors on the stage of the global community will have been educated by teachers of today who struggle to articulate the priorities of the future. By developing the concept of consumer citizenship and relating it to the phenomena of global democracy, there is an opportunity to direct powerful social forces into constructive channels.

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Consumer Citizenship – Empowering the Customer¹

Thor Øivind Jensen:²

The way present-day society shapes up its members is dictated first and foremost by the need to play the role of the consumer, and the norm our society holds up to its members and the ability and willingness to play it (Zygmunt Bauman 1998, p24)

Bauman is a leading social scientist of our time and in this quotation he states a common opinion. This paper will discuss in what way this may be right and what consequences it will and should have for the definitions and practices of a new citizenship more based in consumer interests and arenas.

Consumerization and Individualization

The notion that consumer roles are moving upward in the role-set of the individual is explained in different ways. A richer society with better-off citizens creates more consumer possibilities. A more market-based and internationally oriented society places more important items and decisions on the market and hence in the consumer area. Other life-arenas like family, profession and local society are weakened. More complex and culturally based explanations are probably most important; Reduced belief in experts and simple “rational” and stable solutions, partially dissolution of the ideological firmness in religion, family and social class specific cultures, all presses individuals to build their lives and “selves”, their individual identities with other building blocks. The cultural process that expands human rights and the century-long process of individualization will further guide the citizens to search for identity building in new ways, to take individual responsibility for being authentic individuals. Along the way the balance between market arenas, private arenas and politically formed arenas (e. g. schools, hospitals, social security) have changed, private arenas are losers, public policy-run arenas have grown and market arenas are winners by far. In some ways the markets seems better suited for individual variation and choices than public policy defined arenas. In sum this creates a strong force for citizens that tries to make their own use of the market. Their role as consumers and the possibilities of markets represents unique, authentic possibilities and creates a core element in young individual personalities. The energy people use to try to be subjects, actors are strong and oppose the old social arrangements that attempts to group them as objects that should be loyal and stable and may be manipulated (party members, class representatives, customer segments etc). Formulated in a more positive way: they will show the world and themselves their values, attitudes, character and power to create, create themselves and create their environment. Keywords word in this are “individual choice” or in a broader context “to own your life”. In this new setting, even old totalitarian religion is redefined: people choose to be religious which is qualitative different from the power over individuals presented by old religious social systems. Modern consumers are neither totally loyal or oppositional to the market, they will adapt, choose and twist the options to create an authentic picture of values, of themselves as individuals and even some of their priorities and actions for changing the society at large. In

¹ Presented at ”Developing Consumer Citizenship” Hamar, april 2002. This is based on work in progress, please take contact before using in another context.

² Associate Professor, Departement of Administation and Organization Theory, University of Bergen
Thor.O.Jensen@aorg.uib.no

our context it is important to note that these processes seems stronger for each step down the ladder of age; the younger the citizens, the better will this kind of description fit.

The political Consumer I. The small scale democracy

In the small scale world of private life the role of consumers is used to materialise individual choices and ensure values and handle daily life. In this they are supplied with powers, not only in the form of money, but also in the form of rights. With John F Kennedy's 1962 "Consumer Message" their rights are:

- The right to protection (from side effects, risks etc)
- The right to information
- The right to choice
- The right to complain/have a second opinion
- The right to have a voice

These rights are formally more and more ensured, not only in purchase of goods, but also in services and even public services. This is a slow and painful reform process, in most western countries it is still difficult to have full complaining rights, information rights and (most difficult) rights to choose regarding all kind of services with public services being the last to comply. In our context the crucial point is that these rights represent important tools to make construct the citizen as an actor, a subject in charge of own fate. The gradually extension of these rights to more situations and life areas are driven by the same cultural process that lies behind extension and strengthening of human rights to a level above nations and above the group level which means that, in our part of the world; whoever that is deprived of basic rights will now easily make a public "scandal" in media, this indicating a strong underlying social value for individual human rights.

Which *values* will the new consumerized citizen press forward in their struggle to be authentic individuals? In our line of arguing we easily will find that consumer want pluralism, dynamics and fashions to serve their need for individualism and change. And they want goods and services to have authentic qualities; that is to have design, history, origin, processing that makes them items of personalization. Much market dynamics may be understood in terms of the antagonism between large-scale (sometimes masking products cheap) international commodification and the consumers hunt for the charming, individual, authentic, new and "real" that is the opposite of large scale soul-less commodities.

When it comes to more traditional values, there seems to be a general opinion that the value systems under the new consumer roles is linked to selfishness, materialism and dissolution of cultural standards and political responsibility. I strongly oppose this view. In my opinion this pessimism is in itself a value statement (about human character) and not empirically founded. On the other hand, a lot of changes are happening that need to be interpreted with carefully chosen perspectives. If we look at the new situation with the perspective of 1950's or 1970's we will, as an example see people running away from stable positive value-infused families and local communities. With a more relevant perspective from the world people live in, we see people trying to establish responsible and stable individual and social solutions in a setting where local communities, jobs and families cannot be taken for granted. Even today the stable couple is the totally dominating aim for people of all ages, they want to have reasonable stability in their life and often want to settle where they grew up. But they know this is not easy and that they must prepare for a more dynamic life. In the

cultural area the decline and dissolving have been predicted since 1947 (Horkheim/Adorno): How cinemas for the people would destroy theatres, TV destroy reading and cinemas and mass printing destroy fine arts etc. The underlying assumption is that ordinary people in their consumerized citizen roles will chose the least challenging and the lowest cultural level available. This did not happen. Consumption of culture items and use of culture media have gone up on all areas, they sell as many books as they used to, magazine sales are exploding, newspaper reading is stable, TV use have been rising, cinemas and theatres are not disappearing, opera have new customers, gregorian chants are sold at gas station, Alessi design at shopping malls. More and more art galleries sell more and more to ordinary people. There are details and things to discuss under this broad picture, but it is not at all a situation of cultural decline, the general picture is more culture of many kinds. The critique regarding shopping is well known: a hedonistic and selfish activity. Empirical analysis (Miller 2000) show that the process of shopping is serious routine work and deeply rooted in altruism, the inner dialog during shopping activities is mostly about “love” and family needs; husband, girlfriend, children, grandchildren, health, safety and economics are common topics, but allowing for a small personal treat. To make the situation even worse it was found in a study that the women after this altruistic shopping felt bad and ashamed for being selfish and immoral, pointing the importance of ideology and cultural oppression.

One value change that is easy to see, besides individualism, is that the “shame” attached to consumption is weakened. In the heart of protestantism lies the idea of production and profits as a value in its own right and joyful consumption as “sin”. The socialist tradition have more or less the same, the difference being that consumption must be small and rational. Surplus and profit left to the state to redistribute to more (industrial ?) production.

The Political Consumer II. To change society by new means

Both on the system and the electoral side it is easy to see how routine politics erodes. On the system side we have simple formalities like decentralisation, more market power and internationalisation, all describing a leaking national-state decision system. A series of more complex mechanisms leads to the observation that important value changes and decisions happens by “sub-politics” (Beck 1997) social mechanisms, market forces and popular actions with the politicians as spectators or servants more than leaders and actors. On the other side of the table the citizens are turning their backs to the old organizations of routine politics. A slight and steady reduction on voting in elections goes together with a rather dramatic drop in political party loyalty and membership. Rumours tell that all political party youth organizations in Oslo have around 700 members left (while ATTAC alone have 7000 rather young members). The old formal national-wide political organizations (e. g. trade unions) goes through a parallel process. But these classical institutions that are losing their grip are in their structure 80-100 years old, so it might be a rather natural process of ageing and death on the organizational level. Most of the new values in politics (environment, pollution, womens’ rights, international solidarity values) it is difficult to have the opinion that such values are implemented by the top levels of routine politics and classical political parties.

The citizens , on their side, are showing a range of new ways of being “political”. If we use a wide concept of political actions that include actions and letters and organized contacts, Norwegian citizens are almost four times as active compared to the 1960’s. Included in this new menu of political tools and opportunities are several links to the consumer role:

-Formalized boycotts (initiated by governments, parties, trade unions, womens' organizations, environmentalists)

-Boycotts arranged by Consumer Councils and dedicated ("market watch") organizations

-The positive version of the above. Action to ensure special goods and services. Even in Norway one can buy "politically correct" goods and services of many kinds (Coffee, sugar, chocolate, milk prod etc) (Organizations like Max Havelaar or "Initiative for ethical trade" in Norway)

-Deliberate consumer behaviour leads to avoiding and active choices along a wide range of political variables (Nuclear tests, apartheid, environment, endangered species, rainforests, industrial animal production methods, Israel, international solidarity, oppression of women, children work)

-Unconscious politically relevant value-infused buyer behaviour. In addition to all the topics mentioned above this "backbone-politics" will mingle with classical studies of consumer behaviour. A recent example is the decline in sales of red meat in Europe or the steady rise in sales of food that was more nicely treated while it was still alive. The menu of possible values that are relevant while being a consumer is widening with education, economy and the feeling of being a genuine individual actor.

Most of these actions will usually taken by only small or large minorities of consumers. But as Ralph Nader has pointed out, if there is competition on the marked suppliers and shops are often compelled to take action, after the process is triggered, suppliers will feel that "Last man out is loser"

A modern value like protecting the environment is easily seen in how a lot of product have to make environmental promises and how the anxiety of modern consumers on behalf of nature makes it difficult to sell red meat after the Mad Cow Disease or furniture from certain trees when rainforests are threatened. Ecological products are preferred if the price difference can be handled.

With her very influential book, "No Logo" Naomi Klein has showed that many of the successful Super-Logos imply that consumers' possibilities to act are taken away. The large logo-driven companies (Nike, IBM, Tommy Hilfiger, Adidas) will the make profits from producing wherever it is cheapest and present it according to expensive logo image, and the two sides are not meant to meet. International legal arrangements makes this dirty duality easier. WTO, OECD and EU at large are changing arrangements to one the one hand make it easier to hide real origins and production and on the other hand to protect the trade marks (logos) as strongly legally protected intellectual achievements. Kleins eminent work showed how the products often is made under horrible human conditions that seriously contradicts the "clean and responsible" loge image, and how the logo may be everywhere except on the more or less secret factories. In a consumer-political perspective we learn from this that logos and trade-marks anyway makes it possible to criticize such conditions and then a new political side to "branding" is becoming visible, with action groups and new political forms and, hopefully, with new reforms reversing the possibility of hiding origins and with new claims

of authenticity on behalf of goods and services. This last mechanism is again easy to see in the market, more products have labels and information regarding origin (“AOC”-systems for wine, cheese, ham, meat, sardines etc) and more general labelling for environment and production.

The media market (containing a mix of policy production, information, education and entertainment) represents special problems and analytical challenges. In the old Norwegian system there was state ensured quality and monopoly in radio and TV and most newspapers (and some magazines) were owned by political parties and organizations. A system that reflected and was loyal to the established policy making institutions in detail: political debates in TV was timed and organized according to election turnout in the last election. Media is now representing an independent political system and voters (especially the youth) are easily moved to new political preferences by media happenings. Again this is usually seen as a sign of political dissolution and decline. And again I think this is wrong and an exaggerated elitist pessimism. The media “creation of politics” are of course market and profit oriented and will often resemble “fashions of meaning” On the other hand: the items that are popular among media consumers can easily be seen as rooted in positive values. Consumer justice, political corruption and scandals, and most of all: human rights and individuals that are treated badly and without justice and rights seem to be a rather large portion of what the media consumers want to see and hear. Without the “whistle blowing” and scandals in the media market it is obvious that the Norwegian care for the elderly, safety in transport accidents, psychiatry, moral standards among politicians and economical elite, environmental responsibility and knowledge of international scandals would have been a lot worse. And there are negative values expressed: negative feelings regarding immigrants being one example. The lack of strong ideology and loyalty to fixed parties and elites may feel disturbing to many analysts, but it may be both democratic and a part of a change in political culture. If we look at our history we should not be sure that strong authoritarian ideologies and nationalism are all positive.....

The Norwegian problem and paradox

Norway is a puzzling and instructive example in our context. On the one hand all the tendencies discussed above are easily found; individualism, the battle to be authentic, new values, buying power and buying consciousness, changing political culture and a starting consumer activism on most of the areas mentioned above. There are even observers (Inglehart) that argues that some of the fundamental value changes should be stronger in countries like Norway, combining education, welfare state and strong democracy with a solid economy.

But on the institutional level there are surprisingly few traces of these changes (with an exception for some legal changes on rights and complaints). There is not any longer a ministry with “consumer” in its name, there are no consumer-oriented political parties. In the last parliamentary election no party mentioned consumer politics in their election-program. The Consumer Council is state owned and not much visible in political discussions. Much of this was actually different in the 1980’s, at that time it seemed natural to make predictions in quite other directions.

The political culture, including the intellectuals, underlines this paradox. The word “consumer” (and the word “media”) is mostly used as negative, indicating cultural decline and democratic problems. It seems like the paternalism that comes from the social-democrat and protestant way of thinking are still dominating political discourse, the alternative being extreme right-wing liberalism that collect many voters but little respect.³⁴

So what ? Closing the gap.

The Norwegian situation seems unbalanced, with a widening gap between the institutional level and the values and realities that is contained in daily life for most people, especially the younger generations. It would not be unlikely to experience dramatic changes, and more dramatic the longer the gap is allowed to exist and widen. "Wide gap" is here also another word for distrusting political institutions. And distrust have risen in Norway since the beginning of the 1970's, but still Norway is a homogenous country when it comes to political trust and political culture. If we see beyond Norway and the worries on behalf of the established politics we can try to sum up some broader implications.

Firstly we must discuss if we see these developments as a threat to democracy or as a progress of democracy. Empowering of consumer citizen roles will represent even more constraints to the old political elites and their decisional systems and may thus represent a problem for representative democracy. The individualism contained in stronger consumer citizenship and rights may also seem to threaten the process of forming collective and responsible political organizations. Without going into detail, this is obviously not my position. Consumer citizenship can be seen as one important step in a long process starting in Italian renaissance where the individual (and all individuals !) gradually are entitled to, and feel entitled to, being actors that are in command own their own life and being part of a complex process that form society.

The gap between daily life values and realities and institutions have many sides. One important side is that the consumers will have few models of thought, few models of action, few organizations, symbols, channels of information and a very weak "image of self" as a consumer with values and rights as an actor of politics and self.

If there is a challenge to political science, the educational system and teachers at all levels in this paper, it is the notion that we really need to understand, to deliver facts and help forming action models, organizational attempts and value expressions supporting the forming of consumer citizenship without reproducing old elitist paternalism.

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⁴ The consumers attitudes to political parties and leaders have many nuances. The popular leader of the liberalist party is looked upon as "positive for our political culture, but not suited for prime minister. (Wattne /Trønnes 2001)

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Handouts

„Consumer citizenship - responsible
interacton with the market?“

Module 1

The module “Economic Interests of Consumers” reflects values, incentives and dispositions underlying consumer behaviour on the markets of goods and services. The focus “private household” with its connotation of family indicates an holistic perception of (a) utility maximising and cost-minimizing policies in individual behaviour as a market-participant and (b) altruistic motives, for instance caring for the well-being of household and family members. The rationality of the consumer on the market is retreated to altruistic decision making at home. From its nature, it is called “parametric rationality”, because of the preference of the consumer for search attributes reducing the amount of effort and time information seeking and processing. The visible parameters at the point of sale are price labels and quality-labels. On the other hand they can be rather easily related to needs and available income. The module also includes the understanding of the economic transactions on the market, where the interests of consumers compete with the different or opposed interests of producers and retailers. On the market the consumers have to cope with the problems of information asymmetry, unequal power distribution and influential strategies of the full time professionals of the supply side. The impact of marketing, especially advertising has to be reflected as a factor limiting the scope of free choice.

The third dimension refers to the regulatory framework, which has been institutionalized by the government to ensure that the benefits of transactions are equally allocated to consumers and suppliers. Key issues are: protecting the consumer against unfair commercial practices, against misleading advertising, fraudulent selling, defining the level of transparency etc. The systematic individualism and egoism incorporated in the economics module is often considered as opposed to the ideals of citizenship and civil society. But wouldn't it be wiser to make a major driving force behind real life rather an ally than an outlaw?

Module 2:

During the 70ies of the 20th Century a hitherto unknown momentum extended and broadened the scope and profile of consumer policy. A macroeconomic policy stressing the importance of demand joined with a democratic movement called “consumerism”. The focus shifted from the individual consumer to the structural imbalances between hardly organised consumers on one hand and well organised companies, multinationals and monopolies on the other. It was argued that the creation, the empowerment and financial support of Consumer Organisations would ensure the development of “countervailing power” (Galbraith). By anti-trust and anti-cartell-legislation the regulatory framework for business to business competition was stepwise elaborated, sharpened and enforced. Consumer education was given a high priority as a process to qualify critical, active and solidaric consumers, who would brief and support consumer organisations, lobby at local parliament level and use their rights in order to demonstrate the political power of the small decisions of everyday. During the 80ies and 90ies consumer policy was displaced into the blind spot of politicians until the mad-cow-disease in the end of the 90ies. By previous food scandals consumers had already lost confidence in product quality, but with the BSE-crisis the consumers lost confidence in process-quality. (from seed and feed to farm and fork) and in the quality of legal institutions, organisations and government. In Germany for the first time in history a ministry had to express its competence for consumer protection in its name. Since January 2001 on the federal level the Ministry of Consumer Protection, Nutrition and Agriculture was established. It was a top down revolution responding to the bottom up revolution of consumers voting with their purchase power and boycott of markets.

Module 3

In consequence of the public debate about the “Limits of Growth” and environment pollution in the 70ies the principles of social and environmental responsibilities were internalised in the agenda of Consumers International (then, in 1979, International Organisation of Consumers Unions) and in the aims and contents of the ideal consumer education curriculum. While according to the general public awareness the previous modules ignored the economies of natural resources, over consumption, pollution and nature, the environmental imperative was very quickly and widely accepted as a paradigm for modernising value and ethical education. At the beginning of the 90ies the concept of sustainable consumption came to prominence by the UNCED Conference in Rio de Janeiro. Sustainable consumption became and still is an enormous challenge for educationalists. The integrations of economic, social, environmental and also political considerations results in a new quality and complexity for learning processes. The former simplicity of the parametric rationality with its visible and easy to handle parameters such as price-labels and product-quality-labels has under the paradigm of sustainability to be replaced by a strategic rationality. Strategic rationality includes also process quality, which covers all crucial social, economic and environmental conditions, risks and benefits over the entire product-life-cycle from the primary production, wherever it may be localised in a globalized economy, over the manufacturing and industrial production until the waste. The final consumer at the end of the pipe or at the point of sale has not only limited access to the information but also limited cognitive and motivational abilities to evaluate the complete information before shopping for the weekend in a supermarket.

The regulatory framework of the market economy must therefore create an easy way to inform the consumer about sustainable product and process qualities, for instance by a comprehensive label.

OECD “sustainable Consumption and Production – Clarifying the Concepts”, Paris 1997

“Sustainable consumption is an umbrella term that brings together a number of key issues, such as meeting needs, enhancing the quality of life, improving resource efficiency, minimizing waste, taking a life cycle perspective and taking into account the equity dimension.

Integrating these components is the central question of how to provide the same or better services to meet the basic requirements of life and the aspiration for improvement for both current and future generation.”

(p. A 9)

Possible implications of “Sustainable Consumption”: Nationally

- significant changes in land use patterns to reduce energy inefficiencies in distribution and transportations;
- greatly increased use of financial instruments to guide purchasing and behavioural decisions by business and individuals (eq. eco-tax; road taxes). This would probably involve the extension of market mechanisms to novel and unpopular areas eg. access to countryside and road space;

- an emphasis on high-cost, high-quality products (durable, repairable) at the expense of low-end, short-lived products. This will have consequences for lower income groups in society;
- informed and empowered consumers can be a major driving force behind less environmentally stressful patterns of consumption and production;
- a kind of moral revolution in consumer culture.

<p>Civil Society</p> <p>Interests of Consumers</p>
<p><u>Paradigm</u></p> <p><u>“Consumer citizenship civilises market-economy”</u></p> <p><u>Focus</u></p> <p><u>The active citizen</u></p>
<p>Preferences</p> <ul style="list-style-type: none"> • The tragedy or the sustainability of the commons • Incentives and disincentives for the active participation of citizens in public affairs • CoRe-competences: commitment and responsibility; self-confidence and courage; tolerance and solidarity; critical awareness and knowledge • Policy instruments of citizens: from petitions to press-releases; from complaints to collective campaigns; from individual action to a civil society organisation • Market economy, civil society, state institutions and democracy
<p><u>Curriculum-Approach</u></p> <p>Civics, Social Studies, Consumer Education, Citizenship Education</p>

Module 4

The role of the consumer is often narrowly defined and distinguished from the role of the citizen. The consumer is primarily regarded as the finalist at the end of the production and distribution chain. The consumer is a typical representative of the market-economy, that is based on competition, exchange and individual profit or benefit. In contrast the citizen is defined by his commitment to the common good, participation in public affairs and support for democratic institutions.

The CoRe-competences reflect the different principles of virtues of civic engagement. CoRe combines

- commitment to public welfare and well-being
- self-confidence for the articulation of his or her views
- courage to stand to one's convictions
- social and environmental responsibilities
- the spirit of tolerance towards intercultural values and ways of life
- critical awareness towards imbalances, inequities, intransparencies
- solidarity with the disadvantaged or excluded members of the civil society both local and global.

Though the educated citizen and also civil society organisations cannot be expected to be specialists in every issue on the agenda of public debates the knowledge society offers a potential for information and communication without limits in time and space.

The policy instruments of the citizen include petitions as well as press-releases. About 170 years ago the French politician Alexis de Tocqueville witnessed - not without surprise - that in every instance where French (or German) citizens would have drafted a petition to the authorities, the American settlers instead founded an association when they had reason to protect themselves against floods, when they felt their children should learn more or when the road to the next village could not be used in the winter.

The press-release stands for the modern instruments of using the media to raise public awareness. Typical examples are Greenpeace, Amnesty International, Transparency International and attac.

Consumer organisations are a good example that civic engagement has profoundly influenced the quality of market economy and public life. They have become an important source of social capital (Robert D. Putnam), On the other hand consumer organisations are also an example of the difficulties of civil society organisations to mobilise a majority of citizen consumers to register for membership and of the principle of subsidiarity by which the state is obliged to support civil society organisations.

On the Conference "Progressive Governance for the XXI Century" (Berlin 2000) the former minister of international cooperation and development said, that the market, civil society and state institutions are altogether indispensable for a democracy.

"No single one of them can or should be allowed to take over the tasks of the others, no single one of them is viable in the long run without the other two. The communist attempt to replace the market through state chains of command has failed. The neo-liberal trend towards increasingly replacing politics by the market will fail as well. Not even the most vibrant civil society rules the legislative and the executive out, and even the best organized state needs civil society if it is to remain committed to European democratic values".

The democratic state, another thinker (Adolf Arndt) put it into a consumeristic image, must be the dress that clothes society, one that does not constrict it but instead fits and suits it well. One that allows and encourages freedom of movement, but also offers protection from storm and cold. One that provides warmth in winter as well. The dress could even be a little

attractive so that other people would ask who made it. This would be the enabling state without which civil society cannot thrive and survive.

If by citizenship education we succeed in educating a sufficient number of consumers to combine self-interest and civic virtues, citizenship will civilise market economy. Would it be acceptable to claim an alliance between the active consumer and the active citizen? A well known sociologist (Ulrich Beck) wrote that the activities of transnational companies, international organisations (Eg. IMF, WTO) and national governments are to a hitherto unknown extent confronted with the pressure of civil society organisations. The knowledge society lends itself to the rapid increase of individual-collective participation in international action networks. The citizen discovers his or her purchasing power as a political instrument to signal dissens with the performance of companies and authorities - which can be used always and everywhere. The sociologist concludes: "The boycott links and forms an alliance between the active consumer society and the direct democracy-worldwide." Citizenship education, finally, also has to cope with the fact and problem, that in civil society, there are also fundamentalist, xenophobic, completely egoistical, anti-reform and other risky currents and groups operating under the coat of the democratic state.

Sustainable Consumer Behaviour as a Dilemma

		Sustainable Behavior of all Other Consumers	
		Social and environmental responsibility (altruism)	Economic self interest (egoism)
Sustainable Behaviour of the Individual Consumer	Social and environmental responsibility (altruism)	added value: - citizenship - sustainable development - social justice Costs: - inconvenience - higher prices - information seeking - complexity of decision-making (Civil Society-World)	added value: 0 (no change) costs: - inconvenience - higher prices - information seeking - complexity of decision-making (NGO_ World)
	Economic self interest (egoism)	added value: - citizenship - sustainable development - social justice costs: 0 (no change) (Free- Rider- World)	added value: 0 (no change) costs: 0 (no change) (Laissez- faire- World)

Civil-Society-World: Commitment and cooperation of All Citizens

Free- Rider- World: "No rule without exception" or "Not in my backyard" (Nimby-Principle)

NGO- World: "One against the rest of the world"

Laissez- Faire- World: Business as usual

**DEVELOPING CONSUMER CITIZENSHIP
INTERNATIONAL CONFERENCE
20-23 APRIL 2002**

Hilary Claire,
School of Education,
University of North London, Holloway Road, London N7, 8DB.
Email: h.claire@unl.a.cuk
Direct Phone: 00.44.207.254.7576

Primary aged children's understanding of economics, consumer issues and the relationship to citizenship

This paper draws on research with 43 children between 7 and 11, in two inner London schools in the late 1990s, written up in Claire.H, 2001, *'Not Aliens: primary children and the Citizenship/PSHE curriculum*, Trentham Books.

Using open ended interviews, guided by the children's own agenda, but triggered broadly by questions about aspects of their lives that they would like to change, I probed their understandings of such economic concepts as opportunity cost, standards of living, distribution of resources in society and economic hierarchies.

The economic basis of family life

Children recognize that supporting one another is a fundamental function of families – 'when I grow up I'll have a wife and kids to support.' (Ibrahim, aged 10)

Basic standards of living, hierarchies of need and opportunity costs

Children recognize that there is often a shortage of money – ie understand the basis of economics in opportunity cost

They recognize that there are priorities when decisions are made about how to spend money – bills have to be paid before luxuries despite one's desire for the luxuries and the latest fashions

They say that 'most people would agree that family was the most important thing in life'. However, there were basic levels of need that should be met. 'Money can't buy you your family. As long as you've got food in the cupboard and clothes in the bedroom.' (Mena and Jackie aged 10)

Family, friends and environment should come higher up the list of important things than money (Shakira 9)

The social effects of desiring branded consumer goods

'Vain' people thought clothes or spending on yourself was more important than the family good. There were several stories about 'jealousy' and vanity leading to fights and bad feeling, with respect to expensive consumer goods like trainers or branded clothes.

How is money generated

Children understood that most people had to work for their living (though some also mentioned inherited wealth, such as the monarchy's). Though they understood that choices had to be made between prioritised expenditures and secondary desires, not all had understood the relationship between banks, credit cards and depositing money.

Some children (even as young as 7) had an idea of how social security worked to provide economic security to prevent people falling below the bread line

Economic and social hierarchies in society demonstrated by conspicuous consumption

Children from working class families talked disapprovingly of the economic and social hierarchy which pervades English society: they would prefer greater equality and expected 'the Council' (meaning the Local Authorities) to help those in need. In this they were reflecting the reality of their lives in which the Council is the main organisation managing local family welfare and support systems.

They see the queen as privileged and uncaring, wealthy, but not concerned to share her wealth with the poor who were old and ill. Akosua (8) thought the wealthy should subsidise the poor and share the wealth.

Janine and Rehana thought the system of rationing in wartime they had learned about through history was good because everyone had the same amount and some people 'couldn't show off cos they had more.' However, within these restraints, choice was important.

Connections between earning one's living and antisocial behaviour

Not being able to earn one's living was associated with male violence and alienation from society. If you don't have a job you have nothing better to do than 'go bad'.

Poverty and charity

Children have simplistic if caring attitudes to charity and support for people who are living on the streets. Following their parents' lead, they believe in individual handouts and do not seem to have a sense of economies of scale that can be operated by large charitable organisations. No one talked about the work of the big charities as opposed to individual handouts to the many beggars on the streets near where the children lived (in two totally different parts of London).

Global poverty

Only 3 out of 43 children mentioned global poverty at all, or thought it was their concern. These children were motivated by guilt and compassion for other's lives.

Why does poverty happen – individualistic explanations

Despite basically socialist approaches to poverty and redistribution of resources, the children had internalised individualistic messages about personal responsibility for poverty and unemployment. In line with the capitalist ethic which has been purveyed through the official political parties and other media for all of their lives at least, they believed that if people tried harder, worked harder or managed their money better, they wouldn't be poor. If people were nicer to each other and did not argue and fight there would be no homelessness

CONCLUSIONS

Although younger children may be confused about the sources of wealth and how banking or loans relate to cash flow, children have the basis for understanding considerably more about

economics and economic decision making than the current primary curriculum in England recognizes.

Despite strongly egalitarian attitudes, they have been socialised into individualised explanations for economic inequality and lack structural understandings about unemployment or wage differentials.

What is perhaps more serious, as other parts of my research demonstrate, children regularly use poverty which they attribute to individual fecklessness to bully and abuse one another verbally.

Teacher training for consumer and civic education in Lithuania

Dr. Irena Zaleskiene

Dr. Alvyda Paceviciute

In Lithuania we have very short history of starting to think about consumer education in the field of education as well as in the field of consumer's information in the whole society. I remember very well the Spring of the year 2000. I was invited by the Ministry to become a member of the team which was preparing for the Riga conference on Consumer education. Nobody didn't know what it is about: is it a new subject, is it a part of economy education, or is it a part of home economics, or is it part of social science, ect. A lot of questions about the concept and the Lithuanian words equivalent "consumer education" arrived at that moment even at the Ministry level. Now it is only Spring of 2002 and it seems to me that we are discussing issues of consumer education for a long time. And not only discussing. After Riga's conference we had already two meetings: in Vilnius (2001) and in Tallin (2002.). Between these meetings a lot of job is done. For example, analyses of existing curriculum at secondary school and university levels is completed, first steps in implementing consumer ideas into the national curriculum and standards are recognised by the Ministry of Education and Sciences; some exemplary lesson materials are developed and piloted. And finally, we have a good partner from National Consumer rights protection board who is really involved in the field of consumer education. Mr. Marius Maciulskis had agreed to become a member of our project team.

To talk or to analyse curriculum for civic education and consumer education in National teacher training programs is quite complicated. We started to use the words 'CONSUMER EDUCATION' already in school curriculum, but it has to take some time to implement these ideas to teacher training institutions. Nothing happened concerning the teacher training curriculum even if some persons from Vilnius Pedagogical University were involved in preparing European Modul for Consumer Education. **So, from this perspective it seems very important for us to be a part of this project.**

It was the same situation some 5-6 years ago when we started to implement a new school subject for civic education. It was already in the schools, but not yet in teacher training institutions. Can you have an idea how complicated situation could be: **the trained teachers are coming to schools but not familiar what is going in the schools?** I suppose this kind of problem can exist in different societies, where schools are more flexible than academic institutions. And sometimes we feel some resistance coming from them. But at the same time we have good possibilities how to say "empty space" for organising in-service teacher training courses for those you eager to learn about consumer issues.

We as a teacher training institution face with two challenges as maybe every teacher training institution:

1. Does "consumer education" has to be as a separate subject?
2. How can consumer issues be taught that theory and practise would consist as a whole?

After long lasting discussions (about 5 year) it was agreed upon on National level that civic education has to be taught on the ways as follows:

1. Curriculum:

A. It is taught as a separate subject in certain grades.

B. It is taught as a cross-curriculum. It means that consumer ideas, concepts, topics are integrated in the new developed curricular, textbooks, teaching and learning materials for whole variety of subjects and are already taught in the different grades. For example, the course “Me and the World” is implemented in the primary school (grades 1-4); the History, Geography, Technology, Native Language and Literature, Political Science, Economics, Philosophy, Moral Education and ect. These courses are very interrelated when it concerns educating the conscious and active citizens of Lithuanin State.

2. The way on which the school community is organized.

Extra-curriculum activities can create a wonderful possibilities for experience democracy in everyday life, for developing democratic attitudes and acquiring democratic skills, habits, ect.

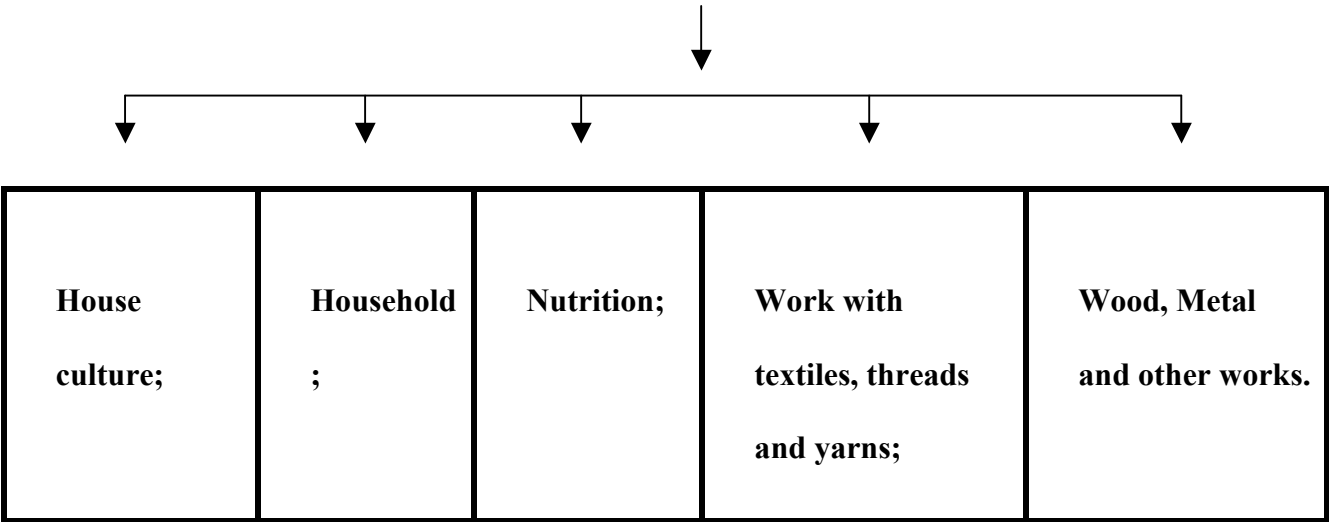
3. Extending relations between school communities and local Regional, National, European and World communities.

Social environment play an important role in the Civic Education and creates a good possibilities for applying the democratic skills, which are learned during the educational process. At the other hand, such kind of relations can help for further development Civic habits and responsibilities for the People future.

Now we have already some courses on civic education at teacher training University. They are based on the above mentioned ways.

At the moment we starte to implement Consumer education as an optional subject for students at the department of Social Pedagogy. At the same time faculty in which the teachers of Technology are taught, consumer issues are taught as a cross-curriculum topic (students are taught most of the main issues from the consumption field) such as:

The program consists of the following areas (1997-2001)



Lithuanian team see consumer education as an integral part of civic education. This understanding is based on the understanding of CONSUMER.

Consumers are recognised as holding:

- the right to the protection of their health and safety;
- the right to legitimate economic and social interests;
- the right to compensation and reparations of damages and losses;
- the right to receive information and to be educated as consumers;
- the right to legal, administrative and technical consultation, participation and protection in cases of inferiority, subordination or defencelessness

These features can be seen as **overlapping points or the bases for both consumer and civic education**. We see that both of them can make remarkable input into realisation of these rights, through developing “citizen” competencies which are needed by every individual in order to participate in the management of this harmonious society. These competencies can be described as follows (Philippe Perrenoud, 2001):

- being able to vote and assume one’s responsibilities in a democratic political system and in community life, trade unions, ect.
- in order to survive in a society of free competition, being able to find accommodation, start a family and conclude and abide by contracts (relating to marriage, work, rental, insurance, ect.);
- being able to invest and spend intelligently on one’s resources in a free and transparent market, using in a rational manner information about products and services;
- being able to find one’s way about in the educational system, receiving training, and learn and use available information;
- being able to access culture and media by making an informed choices of recreational and cultural activities;
- being able to look after one’s health by preventative and responsible use of the medical and hospital system;
- being able to defend one’s rights and interests by asking for police protection and making use of legal procedures and the courts.

From our point of view the consumer education can play an important role in educating mentioned persons competencies. We see that civic education and consumer education have to have common objectives and teaching strategies both in the school curriculum and in the teacher training curriculum.

Irena Zaleskiene

Concepts of “citizenship”

I would like to share some concepts of “citizenship” deriving from theoretical and empirical research studies carried out in different countries by different researchers:

1. Theiss-Morse (1993) model for four concepts of citizenship among adults in US: **representative democracy** (responsibility to be an informed voter); **political enthusiast** (advocacy through protest and little trust in elected officials); **pursued interest** (joining groups to pursue issues); and **indifferent** (trusting leaders and placing a low priority on trying to influence them);
2. Anderson, Avery, Pederson and Sullivan (1997) identified citizenship concepts among sample of teachers. Almost half of students have been taught to be **questioning citizen**, about one-quarter focused on teaching from **culturally pluralistic perspective** and only few stressed **learning about government**.

3. Davies, Gregory and Rilay (1999) in England found that **social concern and tolerance for diversity** received the greatest support between teachers;
4. Prior (1999) in Australia found that **social concern and social justice and participation in school/community affairs** were important for teachers;
5. Vontz, Metcalf and Patric (2000) in a study of effectiveness of a civic curriculum in Latvia, Lithuania and US found a positive impact on **students knowledge and skills but not their sense of citizen responsibility**.
6. In the IEA (International Association for Evaluation of Educational Achievements) Civic Education Study was used mainly two concepts of citizenship: **Conventional Citizenship** (obeying the law, voting, participation in political parties, ect.) and **Social-Movements related citizenship** (participates in activities to protect the environment, participates in activities to benefit people in the community, work hard, ect).

Concept of “consumption”

We can look at the concept of “Consumption” as to “an objective social fact that implies a series of subjective behaviours and attitudes and which causes the appearance of individual and collective problems, affecting the quality of life”. In this case it’s possible that consumer education can be understood as “all activities that aims to provide people with the tools that will permit them to become aware, critical, responsible and supportive consumers within a society. That which trains the people during their lives to filter the information he or she receives, to take consumer-oriented and responsible decisions, to understand and put into context the different phenomena produced by activity of consuming, such as advertising, marketing...” In shorts, consumer education is to make people to be capable of “solving problems” as consumers.

Concept of ‘Competencies’

In my opinion during the discussions about the concept of Consumer citizenship we should include concept of Competence. But at first, we have to formulate what does this concept means: competence is interpreted like as a specialised system of abilities, proficiencies or skills that are necessary or sufficient to reach a specific goal (Franz E. Weiner, 2001) This could be applied to individual dispositions or to the distribution of such dispositions within a social group or an institution. The competencies are classified on different ways. It seems meaningful for our concept of “Consumer Citizenship” to use different dimensions of competencies:

1. Political and legal dimension covers rights and duties with respect to the political system and law. It requires knowledge concerning the law, democratic attitudes and capacity to participate, exercise responsibilities at all levels of public life.
2. Social dimension covers relations between individuals and requires knowledge of what these relations are based on and how they function in the society. Social competencies are paramount here. This dimension is connected to others (solidarity).
3. Economic dimension concerns the world of production and consumption of goods and services.
4. Cultural dimension refers to collective representation and imagination and to shared values, it implies recognition of common goods and common heritage.

Developing Consumer Citizenship in Portugal

Consumers' education is currently present explicitly and implicitly in the curricula of the different subjects and curriculum areas of the several teaching levels, namely primary to secondary. Consumers' education was included in the curricula as a transverse theme, not limited to one subject but introduced as a issue concerning all education activity, reflecting on the contents of the various subjects.

The fact that its not confined to one so called "classic subject", its importance at the level of formation of attitudes, allows all other subjects to be operational in its own pedagogical development.

After a careful examination of the data, one verifies that the majority of the students of the Superior School of Education of Lisbon (who received basic and secondary teaching), but no specific training in the matter, are able to define the importance of the issue, therefore giving evidence that the students new acquisition (of knowledge) was not due to a single subject.

The project is divided into two phases:

1st phase

Analyses of the curriculum, identification of the themes related to the consumers' education, from basic to secondary teaching.

2nd phase

Presentation of the information obtained by the completion of questionnaires by the students of the mentioned school, being that the students schooling process was regulated by the same curriculum used in the project.

ENSINO BÁSICO

SCHOOL CURRICULUM

SUBJECTS	STAGE	CURRICULUM CONTENT
General aims: Study of surrounding environment	1.	<ul style="list-style-type: none"> - Creating a habit of questioning all that surrounds the students - Familiarization with elementary processes associated with learning about reality - Acquisition of notions of society - Awareness of self and surrounding environment - Awareness of self (and body health) • food hygiene; importance of a varied diet; essential foods; importance of carefully washing raw food; disadvantages of eating too many sweets, soft drinks, etc.; importance of drinking water; checking sell-by-dates; dangers of alcohol, smoking and other drugs... - Awareness of others and institutions: • life in society

		<ul style="list-style-type: none"> • ways of life and functions of certain members of the community (grocer, doctor, farmer, cobbler, postman, etc.); • history of surroundings (traces of local history; old ornaments and utensils and activities they were associated with; customs: feasts, gastronomy....). <p>- Awareness of natural environment:</p> <ul style="list-style-type: none"> • water; • the smells and colours associated with Nature. <p>- Awareness of spatial inter-relationships:</p> <ul style="list-style-type: none"> • different neighbourhood spaces (commerce/leisure); functions of these spaces; • commerce: local trade; co-operation between different commercial outlets (supermarket, grocer's, market, fairs: what they sell, where they are supplied from, how products are consumed, how they are sold; obligatory product information: composition, shelf-life, instructions, etc.); importance of receipt and/or invoice.
SUBJECTS	STAGE	CURRICULUM CONTENT
Natural science:	2.	<p>- water unfit for drinking.</p> <p>- how do we choose what we eat? (Advertising on this subject; games related to the advantages/disadvantages of a carefully chosen diet; analysis of food labels; checking sell-by-dates, existence of colourings, preservatives, etc.).</p> <p>- smoking</p> <p>- alcohol</p> <p>- other drugs</p>
Visual education	2.	<p>- Activity/area of investigation: food</p> <ul style="list-style-type: none"> • survey of local resources, selection and conservation of food and customer protection are areas for possible exploration.....
Portuguese	2.	<p>- Inform, clarification requests; present and justify opinions; role-play situations, narratives or television programme commentaries; consider feelings implied by television messages.</p>
French	2.	<p>- Meals (food/drink); recommend correct eating habits.</p> <p>- Food outlets; purchases (prices, actual demand, specific data, consumer preferences....).</p>

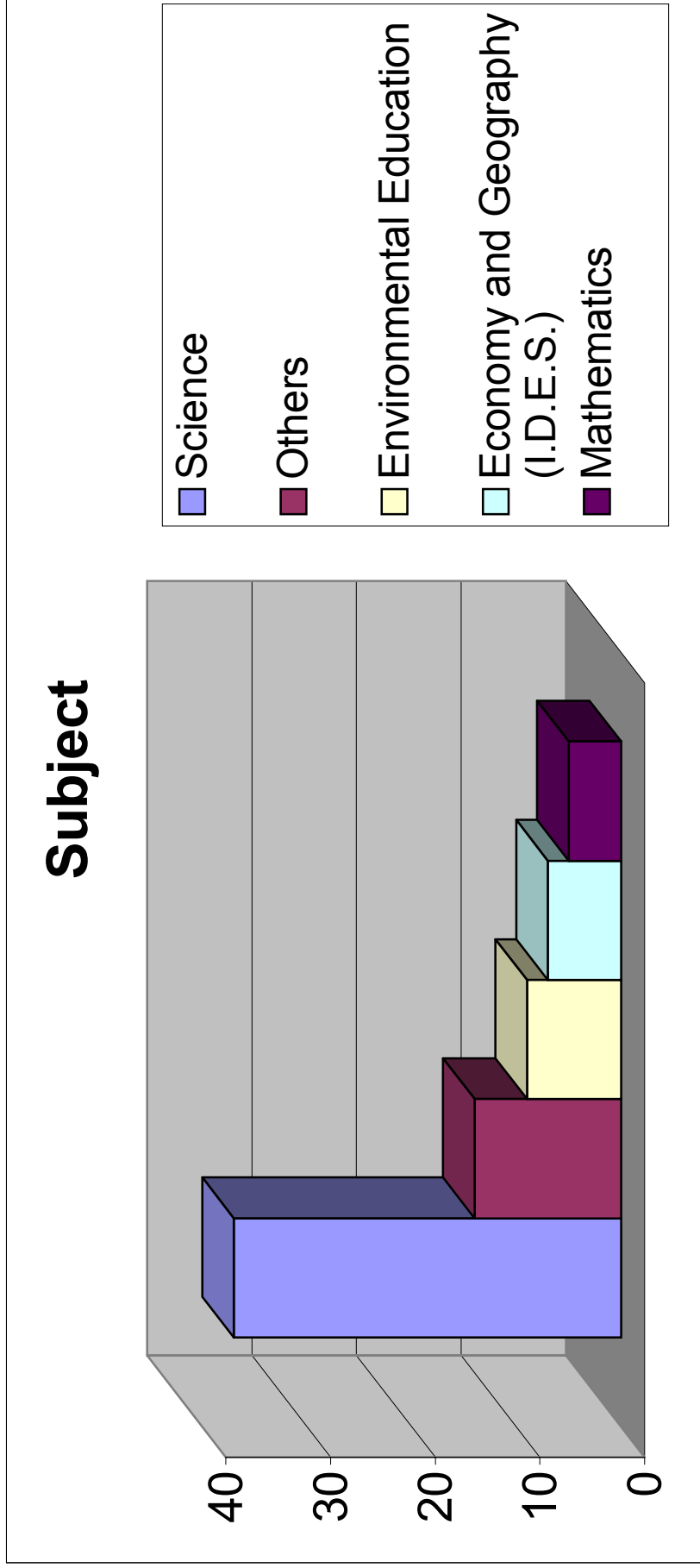
English	2.	Place of work – information about cost; Food and health – make recommendations; - Commemorations.
Area: Complementary studies Theme: Consumer protection	2. Evening class	- Gradual decline of means of bartering; modification of traditional producer/consumer cycle; notion of consumer as an economic agent. - Direct incentives: credit; group sales; contests, promotions, prizes, etc. - Sales mechanisms and techniques; marketing, advertising, mail sales.... - Real and created need. - Rubbish; waste, hazardous products. - Consumers rights and duties. - Labelling; stickers; sell-by-dates, composition... - Price/weight and price/quality relationship. - Necessity and surplus.....
Portuguese	3.	- make records of: radio or television programmes; advertising -check characteristics of different message types. - read a variety of advertising texts and images. - discover ways in which consumption is encouraged in advertising texts.
Technology	3.	- safety standards (precautions to observe when handling flammable articles or electricity in order to avoid poisoning and explosions; awareness of warning symbols, etc.). - introduction to concept of standards and quality control to help protect the consumer.
Visual Education	3.	- to affect changes in the visual environment with the aim of improving the quality of life, namely in terms of the relations withconsumer protection....
Physical science: chemistry	3.	- Recognise through the reading of labels, that several consumer products namely, food, mineral/spa waters, medicines, fertilisers, hygiene products and cosmetics, are substance compounds. - Critically evaluate the presence of impurities in consumer products. - Verify through the reading of labels, that there are different ways of indicating concentrations i consumer products. - Collective illustrative examples of the impact of chemistry on society, demonstrated with reports on several themes, including: “Chemistry and consumer protection”.
French	3.	- The French in France today: advertising and marketing – manipulation of the consumer; fashion. - The French in Europe and the world today: quality of life – housing, food, health, information....

English	3.	- Comparison of cultures: food and drink. Shopping: supermarkets, shops, markets. Meals: canteens, restaurants, etc.
History	3.	- The expansion of the Industrial Revolution: the development of means of production....gave rise to significant alterations in everyday structures, namely of consumption; the use of notices and advertisements reproduced in newspapers that document the changes in everyday life provoked by the Industrial Revolution will enable the primary importance of advertising to be appreciated. - The contemporary world: culture of the masses. Mass media (1920s). - Collection of advertising messages. - Transformations in the modern world. The well-being of society and the attraction of consumption; the consumer society; abundant society; standard of living; quality of life; interest in problems of the surrounding world, namely defence of consumer rights.....; undertaking project work relating to themes such as the consumer society and advertising, to be conjoined with other subjects.
English (General or specific training)	10/11/12 grades	- types of food (encourage enthusiasm, agreement, wishes...). - consumer protection centres - well-being of society - the influence of images and information. - ecological concerns. - consumerism. - advertising. - consumer rights.
English (section e) of map 6 annexed to Law Decree 286/89, of 29 th August.	11 grade	- The world of consumption • the society of demand stimulation; • advertising; • consumer protection; • influence of images and information; • the cult of fashion; • consumerism as an international trend.
Psychology	12 grade	- to ascertain how psychology can enable the understanding of the personal problems of the consumer. to produce an example of an attitudes' ratings in order to measure students' attitude in relation to consumption....
Introduction to economics	10 grade	- Families and consumption (put to the consumer questions such as: what, how, when and how much is consumed):

		<ul style="list-style-type: none"> • needs and their satisfaction; • the economic act of choice; • options and consequences; • negative aspects of some forms of consumption; • protection and defence of the consumer; • factors on which consumption depends; • buying and selling...
French (section e) of map 6 annexed to Law Decree 286/89, of 29 th August.	10/11/12 grades	<p>- the French: diet; meals; food; pocket money; sales points:</p> <ul style="list-style-type: none"> • advertising and marketing – manipulation of the consumer; fashion. <p>- quality of life: housing; diet; health, information....</p>
Geography	10/11 grades	<p>- water: importance for life and human activities; problems in the use and distribution of water (cost, quality, technological advances, treatment of used water, etc...); rationalize consumption; to equate the effects upon consumption levels caused by the complex goods and services distribution networks, in parallel with frequent mismatches between demand and supply.</p> <p>- degradation of the environment lowers the quality of life.</p> <p>- solutions for improving the quality of spaces and housing, etc.</p> <p>- proliferation and diversification of services as a factor in improving the quality of life.</p>
Introduction to law	12 grade	<p>- Consumer Law</p> <ul style="list-style-type: none"> • consumers and the Constitution; • the Consumer Defence Law; • display and control of prices; • consumer protection organisations....
Literary studies	11/12 grades	- texts and consumption. Manifestos and debates...
Portuguese	10/11/12 grades	- discursive texts in the life of the school and/or community; dissertation (defence and refutation) based on proposed themes....

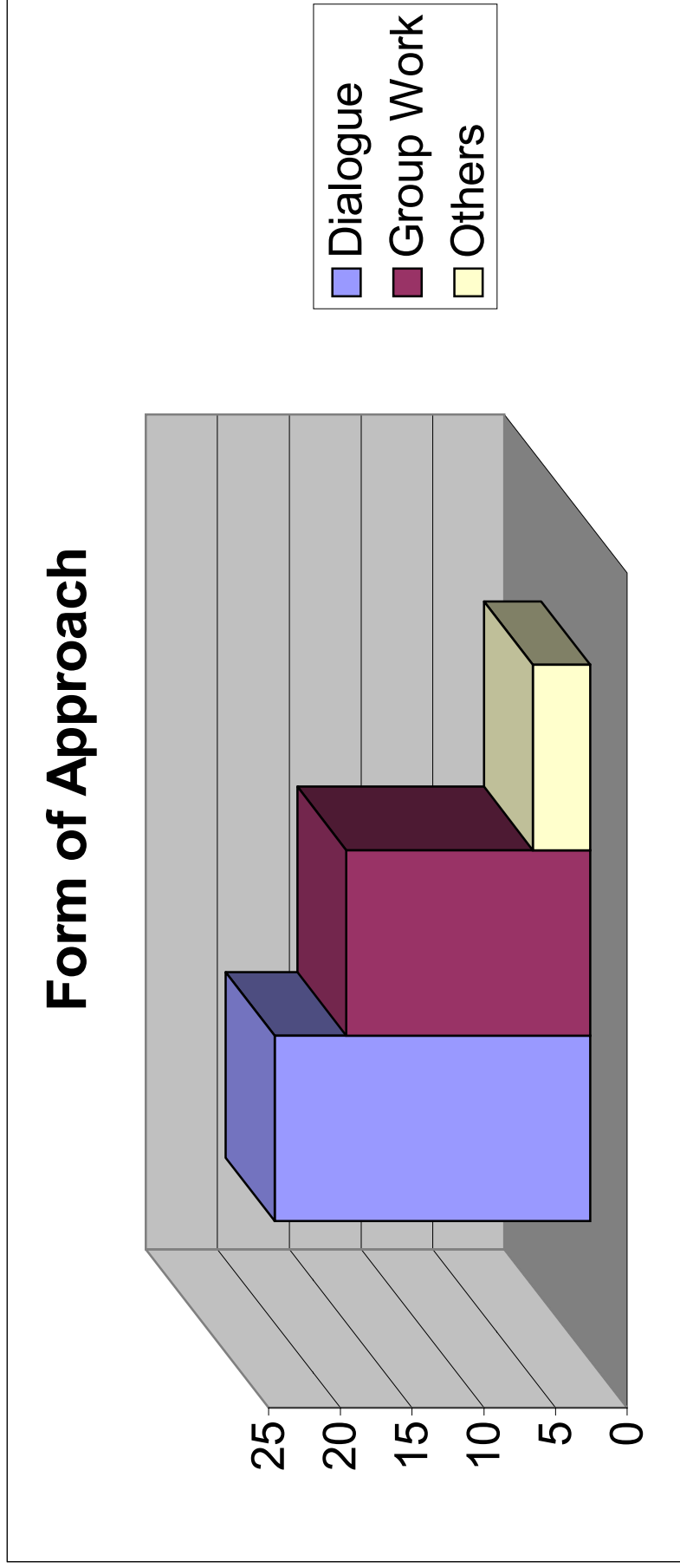
The Concept of Consumer Education

Question 1 - If so, in what subject did you encounter it (*Consumer Education*)?



The Concept of Consumer Education

Question 1 - If so, in what way was it (*Consumer Education*) treated?



The Concept of Consumer Education

Question 2 - In your opinion, what type of activities should be developed in School that could relate to a better “*Consumer Education*”?

Activities that should be developed	Number of Inquirers
Debates, enlightenment sessions, exhibitions, ...	49
Others (create a new curricular subject, games...)	15
Analysing publicity	14
Research	7
Promotion of the people's education	5
School activities	5
Create simulations of daily situations	5

The Concept of Consumer Education

Question 2 - In your opinion, what type of subjects should be developed in School that could relate to a better “*Consumer Education*”?

Subjects that should be developed	Number of Inquirers
Consumer’s role	65
Quality and origin of the products	56
Wildlife Conservation	53
Consuming levels	45
Others (consumer’s health)	22
Animal exploitation for commercial purposes	12
Deceitful Publicity and misleading Media	9
Vices	6

SOME THOUGHTS ABOUT THE CONSUMER EDUCATION

Sulev Valdmaa

The Consumer Education is a new dimension for Estonian compulsory education and for the education more broader.

Consumer Education is a XXI century philosophy of living, which has to contain in the National Curriculum. The Estonian National Curriculum is a developing document, which has been currently revised. Unfortunately the Consumer Education didn't reach that document yet. Missing Consumer Education in the National Curriculum could be seen as a sign of the lack of national capacity.

The current Consumer Education project made us to understand the need for such component in our education and the first possible for today steps have been done to better the situation. If all of the three Baltic countries in close partnership with the Nordic countries will develop Consumer Education for our societies, the Consumer Education will be the first real commonly developed European educational resource for our region and can serve as a good example for the other initiatives.

CONSUMER EDUCATION IN ESTONIA

Helen Allik and Hanna Turetski, Consumer Protection Board of Estonia

The CPB's (Consumer Protection Board of Estonia) most important actions and activities in the field of consumer education:

A co-operation agreement was signed on 1 April 1998 between CPB and the Centre of Advanced training for teachers of the Tallinn Pedagogical University. The aspects of the agreement are:

- _ in order to organise training for teachers the Consumer Protection Board provides the Centre of Advanced Training with relevant materials and co-lecturers;
- _ publishing relevant printing materials for pupils as well as for teachers.

The co-operation between CPB and the Centre of Advanced training for teachers of the Tallinn Pedagogical University is effective. There have been several courses about consumer issues for teachers every year. Teachers are very interested in learning consumer issues and also teaching those in their lessons.

CD-ROM on consumer education

The CPB published in 1999 a CD-ROM for young consumers "Know Your Rights". This program gives to pupils the following information:

- 1) consumer main rights;
- 2) planning of incoming and out-comings;
- 3) how to make a choice in everyday life, about advertising and consumer influencing buying goods and services;
- 4) finance services which young people use;
- 5) legislation of consumer protection - buying and selling deal is a contract, how to make a complaint;
- 6) Consumer protection and EU.

CD-ROM was sent to secondary schools all over Estonia in the beginning of 2000. In August 2000 the CPB sent e-mails to most of the schools and asked for feedback about CD-ROMs. The feedback was very positive, (economic) teachers consider this CD-ROM attractive visual aids and the programme useful teaching material.

Together with the CD-ROM was put together a handout of consumer rights "Know Your Rights", which is meant for young consumers. The CD-ROM is available also in the CPB's homepage.

Co-operation with Junior Achievement

The CPB has good relations with the editors of Junior Achievement economics textbook. Junior Achievement edited economics and business curriculum for seventh-, eighth-, and ninth-grade. The curriculum consists of textbook for students and a manual for teachers and consultants.

The CPB contributed with the following: a crossword (puzzle) about consumer rights and a task about misleading advertising were made up.

In 1999 Junior Achievement published textbook of economics for secondary schools. In that textbook the CPB contributed to the chapter about consumer protection in general. The chapter introduces principal consumer rights, consumer protection laws, voluntary consumer movement and the Consumer Protection Board.

In co-operation with Jaan Tõnisson's Institute another textbook, called "Street law" was published in 2001. One of the fourteenth chapters in the textbook is about consumer protection. There are introduced the main rights of consumers, history, some practical examples how to choose, how to relate to advertising etc. There was a pilot project in 5-6 schools with the aim to get feedback from pupils. Pupils as well as teachers turned to like this book very much. The "Street-law" textbook was suggested to the schools as help in studying social theory in gymnasium.

In 2001 CPB carried out a competition for pupils in 8-10 grade «Let's manage healthily and economically»/ "Saame hakkama tervislikult ja säästlikult". This competition was organized within the Swedish-Estonian EU Phare *twinning*-project in the co-operation with the Consumer Protection Board of Estonia, Swedish Consumer Agency (Konsumentverket), University of Uppsala, Hansapank, AS Põltsamaa Felix and Tallinn's Pedagogical University.

The aim of the competition was to use own imagination and experience describing family's consumption habits and to observe that these habits take positive effect to health and increase economic well-being of the family, society and nature. Pupils had to compose a family and prepare six meals. They were given some foodstuff and circumstances like on one evening:

- ~ a married couple, who are weight watchers, is coming to dinner;
- ~ a household machine stops functioning. What will you do next?
- ~ You have to plan a family-event.

Budget for five days was 1000 EEK. The competition took place in October-November 2001. The prizes were: First place - 6000 EEK, Second place - 4000 EEK, Third place - 2000 EEK. Two additional prizes, each of them 1000 EEK.

Before pupils could create a family, CPB had two workshops for teachers. Such themes as consumer protection, environment protection, nutrition, didactical aspects and games were covered.

From all arrived competition reports (31 reports from 13 schools) three finalists were chosen. Those teams competed in the Final in January 2002 in Tallinn's Pedagogical University. Teams had to make a sandwich, do quiz games and blind test, sort waste etc. Jury consisted of representatives of the project partners. First and second prizes were divided equally by Võru Kesklinna Gümnaasium and Tartu Hugo Treffneri Gümnaasium.

In 2002 CPB plans to carry out another competition for pupils. Theme will be «Let's organize funny party» and the content is already under preparation.

CIVIC EDUCATION and CONSUMER EDUCATION

Sulev Valdmaa

*** Civics is a compulsory field in the Estonian National Curriculum, which appears in the 4-th (1 lesson per week), 9-th and 12-th grade (2 lessons per week) as a separate subject. In all of the other grades there are suggested topics of Civic Education to be integrated and taught by the other subjects like country study, mother tongue and literature, geography etc.**

* Civics incorporates most of the characteristic to Consumer Education goals and aims and teaching methods as well.

* Nevertheless – the renewed in the National Curriculum course of Civics contains less than the optimum the content of the Consumer Education.

* The best way to broaden the Consumer Education in the cycle of Civics in the National Curriculum could be not adding it as an additional recommended content area to the Civics, but to develop it as a separate content block for the course.

* The block of Consumer Education should be added concentrically to the content of Civics in all of the grades where the subject is taught – 4-th, 7-9-th and 12-th.

* Developing Consumer Education integratedly with the course of Civics doesn't diminish the opportunities for developing it also together with all of the other subjects available in the National Curriculum. The NC contains four integrated themes

- scarcity,
- safety,
- professional development,
- information technology

to be covered and kept in mind while teaching all of the subjects. Three first themes meet the ideas of Consumer Education rather directly.

SOME ABSTRACTS FROM THE CIVICS CURRICULUM

General ideas and goals of the subject supporting Consumer Education:

- _ Civics is a subject, which should develop students' social skills and abilities like to be able to collect data, think critically, make reasonable decisions.
- _ Civics should promote students' civic participation and civic virtue.
- _ The methodical approach for Civics is active participatory learning.

Civics content directly related to Consumer Education:

Grade 4

- _ Ideas, time and money as a resource for peoples activity.
- _ Spending spare time.
- _ How spend money wisely? Loans and lending money.
- _ Man and information. Information sources. Advertising as information.

Grade 7 - 9

- _ Peoples' different interests. Social structure of the society. Differentiation by property.
- _ Right to be informed. Independent mass media. Reachability of information.
- _ Principles of market economy. Entrepreneurship. Competition in economics. State budget. Taxes and their role in the society. Common good and social security. Money and banking. Labour market and labour market policy.
- _ Welfare and poverty. Family economics. Planning personal career. Competition on the labour market. Labour law. Consumer protection and consumer behaviour.

Grade 12.

- _ Social structure of the society. Different interests. Pluralism in the society. Social problems. Welfare state. Information society.
- _ Corruption.
- _ Economical resources of the society. Planning of economics in the liberal state. Economical regulations in the state by taxes, monetary policy and market mechanisms. Foreign trade policy. European Union and common European market.
- _ Social status of a person and social mobility. Economical activity in the society. Social roles of the citizens. Common good. Social security and support.
- _ Global, problems in the world. International trade. Human Rights.

Contribution to mini-seminar 1 from Norway.

Developing Consumer Citizenship. International conference.

20. - 23. April 2002, Scandic Hotel, Hamar, Norway.

By

Erik Brøntveit, Odd Helge Lindseth and Lilja Palovaara Søberg

Hedmark College

Faculty of Teacher Education.

Holsetgt. 31, N-2318 Hamar, Norway.
Phone: (+47) 62 43 00 00, fax: (+47) 62 51 76 01.
Web: <http://www.hihm.no/>

The Norwegian teacher education.

The Norwegian teacher education is divided into two parts, one obligatory part which is three years and a fourth year in which the students must choose the modules. Completed teacher education qualifies for teaching on every level of the Norwegian compulsory school system (pupils 6 – 16 years old).

The obligatory part could in short be described as this:

“The obligatory part of the general teacher education programme covers the first 3 years and includes the following elements:

<i>Esthetic subjects (art, crafts and music)</i>	<i>5 credits</i>
<i>Religion and ethics</i>	<i>10 credits</i>
<i>Mathematics</i>	<i>10 credits</i>
<i>Natural sciences, environmental and social studies</i>	<i>10 credits</i>
<i>Norwegian</i>	<i>10 credits</i>
<i>Educational theory</i>	<i>10 credits</i>
<i>Supervised practice in schools</i>	<i>18 weeks</i>
<i>Practical subjects (home economics or physical education)</i>	<i>5 credits</i>

The obligatory part includes an interdisciplinary course in drama as teaching method. This course lasts for 30 hours and is linked to the subjects of Norwegian, mathematics and religion and ethics. The course must be taken some time during the first 3 semesters.

The supervised practice in schools is included in the obligatory part and takes place for 18 weeks during the first 3 years of study. The practice is integrated in the other branches of study in the obligatory part.” (Ministry of Education, Research and Church Affairs 1999: 24)

The fourth year could in short be described as this:

“In the fourth year the students must choose 2 modules giving 10 credits each, or 1 module giving 20 credits. The modules chosen may be in the same subject as the modules studied in the first 3 years, or they may be new subjects from the general plan for general teacher education. Students may alternatively choose modules which are based on the general plans for supplementary teacher education, or other modules or areas of study which may be relevant for future general teacher jobs. For students choosing 2 10-credit modules, the choice of one of the subjects may be limited and linked to the first module. The Ministry of Education, Research and Church Affairs decides what subjects must be linked together, based on the needs of the compulsory schools.

The fourth year includes supervised practice in schools for a period of 2-4 weeks. This part of the training is integrated in the fourth year.” (Ministry of Education, Research and Church Affairs 1999: 24-25)

The Norwegian teacher training model is under revision and a new model will be introduced from the academic year 2003-2004.

Consumer citizenship.

We are all consumers and citizens in different respects and on different levels. Consumer citizenship is hereby defined as exercising one's function as a consuming citizen.

It is a fact that our ways of consuming have a decisive impact on human development and the environment on a global, national and local basis - for better or worse.

The aim of this definition is to set a standard for the exercise of consumer citizenship. It is to act as a responsible, reflected and efficient consumer on the levels mentioned above. The following is an attempt to describe the attitudes, the knowledge and the skills that such a consumer should possess.

1. Attitudes, such as
 - moral integrity (tendency to act on a basis of internal values regardless of external pressure)
 - critical reflection
 - environmental conscience
 - willingness to submit one's own consumption to ethical reflection
 - care for other people
2. Knowledge, concerning
 - the environmental impact of consuming on a global, national and local basis
 - the impact of consuming on human development, including future generations
 - sustainable development
 - sustainable lifestyles
 - ethical trading
 - international and national political and economic institutions and processes
 - a survey of the history of consuming
 - a survey of economic theories and their historical impact
 - how to organise personal economy
 - the structure and effects of modern advertising
 - consumer rights and obligations
 - a survey of employee conditions on a global and national basis
 - food and proper nourishment
3. Skills, such as
 - ability to be critical
 - rational thinking
 - ability to make decisions and to solve problems in a creative way
 - ability to plan one's own consuming
 - ability to analyse one's own wants and needs, and to separate commercialism-imposed wants from practical needs
 - ability to analyse information and to unmask commercial advertising

Consumer education in Norwegian teacher education.

Topics related to consumer education already exist in several subjects in the teacher training education. Through doing the subject “Natural science, Environmental and Social Studies” (Natur, samfunn og miljø), students become familiar with the interaction between nature and society throughout the ages, and our own role in this. The studies aim to give a holistic appreciation of the natural sciences and ecology, and an understanding of the social sciences and ethical reflection, as well as provide students with a knowledge of how to manage nature and resources while promoting environmentally friendly attitudes and behaviour. The course prepares students for teaching environmental studies in the 10-year compulsory school.

“Educational theory” provides an understanding of how cultural issues influence the way in which pupils experience their learning environment. Here students analyse the school’s role in the cultural environment in which children grow up. They will also describe and assess factors important to children’s socialisation process, and discuss the new demands society places on children and adults (e.g. the influence of advertising).

“Norwegian” aims to develop the students’ requirements for written and oral expression, and provide a knowledge and understanding of, as well as the ability to reflect critically on, language issues and texts. They will also develop an awareness of Norwegian language and literature, and analyse texts and images used by the media, amongst others in connection with advertising and other influences.

“Mathematics” is a necessary tool for many of the other subject areas. It is central to a society which relies on information that is increasingly based on mathematics and in which a knowledge of maths is a prerequisite for active participation in democratic activities and coping from day-to-day in a highly technological society.

“Music” aims to develop the students’ musical understanding by providing knowledge of music as a cultural expression and social phenomenon, particularly in relation to advertising and other influences.

”Art and Crafts” also contributes to increasing the students’ abilities to analyse and interpret culture and cultural heritage, as well as recognising advertising and influences from different sources. Students will develop their knowledge of aesthetic effects, visual codes, styles and pictorial expression and communication, as well as acquire a reflective attitude towards the environment, consumerism, and the use of material and modern media. The course also looks at product safety in connection with children’s toys and the environment in which they play.

In “Physical Education” students discuss the relationship between physical activity and training, body ideals, food and diet, drugs and life style issues, as well as assessing the safety of children’s equipment and learning environment.

“Home Economics” is the subject that contains very much substance relating to consumer issues. The overall aim of home economics is to develop the students’ everyday skills in an ever-changing society. They learn how to master their own lives – physically, mentally, socially and financially – and how to manage resources in a way which promotes the common good of home, school and society at large. The consumer perspective is one of the principal focuses of this subject, which also looks at cultural, health and care issues. This perspective helps students become more conscious consumers. The subject also incorporates a learning target entitled “consumption and economics”. The topics which are covered in home economics include economics, consumer policy, consumer laws and consumer rights, local

and global resource management, sustainable life styles, product labelling, advertising and influences, health promoting in school, a knowledge of food and products, hygiene, meals, nutritional policy, health and health-related problems.

Civic training in Norwegian teacher education.

The subject “Natural Science, Environmental and Social Studies” (Natur, samfunn og miljø), or NSM for short, is compulsory in Norwegian teacher education. NSM is part of the third year of the Norwegian teacher education. It gives 10 Norwegian credit points which equals one semester of full time studies or 1/8 of the fouryear fulltime Norwegian teacher education. The subject is based on elements from both the natural sciences and the social sciences. However, this subject does not exist in the Norwegian primary education. These themes are covered in the Norwegian primary education as part of the subjects “Science and the environment” (Natur- og miljøfag) and “Social Studies” (Samfunnsfag).

NSM has six aims, all which must be covered by the Norwegian teacher education colleges, at least to some degree. Variations between colleges as to what is emphasized in the aims do occur. In addition to the six aims every teacher education college must cover one additional core area of its own choice. The six aims are:

1. The foundations and didactics of environmental teaching.
2. Energy and technology.
3. Substances, resources and circulation.
4. Development, population and distribution.
5. Ecosystems, natural environment and local society.
6. Traffic training.

Civic training themes are presented as part of NSM to some degree. Variations between colleges on what civic training themes are emphasized do occur. Civic training themes that are likely to be integrated, at least to some degree, in the seven aims of NSM are:

- Knowledge of local and national institutions, regional and international institutions, organisations, processes and systems, ways of practising democracy, and what divides and unites a society.
- Mental skills: Rational thinking, comprehension, interpretation, forming one’s opinions and viewpoints.
- Social skills: Communicating one’s opinions and viewpoints, consultation, lobbying, conflict solving, participation in the democratic process.
- Attitudes such as morality, solidarity, involvement and responsibility for the future.

The subjects “Social Sciences 1” and “Social Sciences 2” (Samfunnsfag 1 and Samfunnsfag 2), or S1 and S2 for short, are optional in the Norwegian teacher education. S1 or S1 and S2 combined may be parts of the fourth year of the Norwegian teacher education. S1 and S2 give 10 Norwegian credit points each. These subjects do have a parallel in the Norwegian primary education as part of the subject “Social Studies” (Samfunnsfag).

S1 and S2 have three aims, all of which must be covered by the Norwegian teacher education colleges. In S1 every aim counts for 1/3 of the subject. In S2 the aims may be weighted differently depending on what is emphasized by the different teacher education colleges. The three aims in S1 and S2 are:

1. History.
2. Geography.
3. Social Studies (“Samfunnskunnskap”). This aim includes sociology, social

anthropology, political science and economics.

Civic training themes are presented as an important part of S1 and S2. The aim “Social Studies” focuses mainly on society today, while the aim “History” may focus on civic training themes of the past, such as the development of social rights over time. The aim “Geography” may focus on civic training themes of a global nature, such as the distribution of wealth among countries. However, it is in the aim “Social Studies” that the civic training themes are most clearly expressed in the Norwegian teacher training. Variations between colleges on what civic training themes are emphasized do occur. Civic training themes that are likely to be integrated at least to some degree in the three aims of S1 and S2 are:

- Knowledge of local and national institutions, regional and international institutions, organisations, rights and responsibilities, processes and systems, ways of practising democracy, and what divides and unites a society.
- Mental skills: Rational thinking, comprehension, interpretation, forming one’s opinions and viewpoints.
- Social skills: Communicating one’s opinions and viewpoints, consultation, lobbying, conflict solving, participation in the democratic process.
- Attitudes such as morality, solidarity, involvement and responsibility for the future.

To conclude one might say that civic training themes are used in NSM to contribute to the understanding of the relationship between nature and society. However, in S1 and S2 civic training themes are core components, at least in the aim “Social Studies”.

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Curriculum analysis of consumer education in primary and secondary schools in Iceland

April 2002

The Icelandic school system

Schooling in Iceland is compulsory for nine years - from the age of six. The national curriculum has a status of law, main- and subject-curriculum. The school-system is decentralized that is to say the aims and main framework are defined and decided by the parliament but each municipality has the responsibility of enforcing and interpreting the curriculum.

Curriculum

In the main part of the curriculum consumer education is mentioned in a broad way but in more details in some specific subject-curriculum such as in Live Skills, Home Economics, Natural Sciences, Social Sciences and Mathematics.

Here are some examples from Live Skills and Home Economics which are the subjects that are the main resources for consumer education:

Live Skills

“The students know and has an insight of what it is to be a consumer in a complicated and ever changing society - that means to know about and cope with:

- customers rights
- personal finances and the economic of the society
- the persuasion of commercials
- consumption and environment
- resources of the earth
- housing, clothes, prices and quality and food”

Home Economics

“The students:

- understand the importance of diet for health and the quality of live
- become well informed and responsible consumer, choose or reject goods and services with critical thinking skills
- are aware of the importance of family and home for everyone
- develop an environmentally-adapted behavior
- develop discussional skills for consumer-issues”

Issues in Consumer Citizenship Education: connecting to the European network

Alistair Ross

**Institute of Policy Studies in Education, University of North London
International Coordinator, CiCe Thematic Network project**

Hamar, Norway 21 April 2002

This brief presentation has three objectives. I would like first to make some observations on citizenship education and its particular links to consumer education: both of which are relatively new concepts in terms of the school curriculum.

Secondly, I would like to tell you a little about the Socrates Thematic Network Children's Identity and Citizenship in Europe (CiCe), and what we have done over the past four years, and what we plan to do next.

Finally, I will explain about a particular communication facility that we have in CiCe, that, as a linked partner to the Developing Consumer Education Comenius Network, we will be making available to you.

Michael Apple pointed out that when we consider the discourses of curriculum making, there are three questions that we must keep to the fore:

- ◆ Whose knowledge is it?
- ◆ Who selected it?
- ◆ Why is it organised and taught in this way?

We are working here in an area where there are very powerful actors who are attempting to shape the curriculum. Why do governments and politicians want us to teach political education? I suggest that they are concerned with the problems of political participation - the falling numbers of people voting in elections. The politicians need us to vote to confirm their legitimacy. If voters don't vote (and that is making a consumer choice!), then their legitimacy is threatened.

Industry and business want us to take part in consumer education, so that we accept the simplistic principles of value for money. They want us to make discriminating consumer choices - but only between Adidas and Nike, not between trainers and no trainers.

Children are, of course, both citizens and consumers. They have rights as citizens, and duties. They also have rights and duties as consumers. They therefore need to learn about what being a consumer, and being a citizen, means. This sort of learning would have been part of those things learned in the home, from family and peers, in the past: only relatively recently have these areas been introduced, rather tentatively, into schools - firstly into secondary education, and then into primary and elementary schools. It is even more recently that we have identified a very close and important link between the two areas, and this project is an important recognition that consumer citizenship should be represented in the school curriculum - and, very significantly, that teachers will need to develop skills and knowledge in order to be able to teach it effectively and well.

One of the great excitements about discussing consumer education and citizenship education is that it reintroduces the fundamental questions about the aims and purposes of education. The relationship between the individual and society, state and economy, and how this should be reflected in the curriculum, and how the curriculum should reflect (and reflect on) these relationships. There are, as I just suggested, certain dominant and powerful forces embedded in this debate on consumer citizenship education, that should raise (but unless we are alert, will not raise) key issues about consumption, power, authority, freedom, values and identity.

There are three particular issues that I would like to raise about consumer education, citizenship education, and consumer citizenship education.

Firstly, the pace of change

Secondly, the dangers of making these 'subjects'

Thirdly, the necessarily controversial nature of these areas.

Change and Children's Perspectives

Society is changing very quickly, often much more quickly than teachers and parents recognise. There are two paradoxical consequences: some changes that we, as adults, notice and mark as important, are very soon simply no longer 'changes' for young children. For example, the way that children now take mobile phones completely for granted, while to adults they are still quite an innovation. These sorts of changes can get written into the curriculum in an unnecessary way. For example, when I started teaching in 1976, in a primary school. Five years earlier, Britain had introduced decimal currency to replace a system of some complexity, based on pounds, shillings and pence, working in different bases (20, 12 and 4). The change was politically sensitive, accompanied by massive state advertising and educational programmes. In the back of my classroom cupboards, I found

large piles of booklets, worksheets, mathematical games, and the like, designed for primary aged children, to show them how to switch to the new decimal system. They were not much used, I noticed, and I asked if I could dispose of them. It was, I reasoned, five years earlier: the none and ten year olds I was teaching, near the top of the school, had effected the switch when they were four and five, and most could not remember the old money, while the infants were born after the event. I was told to keep them, in case they were needed later!

The same is going to be true - or is true - of the euro now. Children making the switch this year will very soon forget - far more quickly than the adults - about the old money. Teachers and textbook writers will probably not keep up with the changes.

The converse is also true. There are slow social changes that adults don't see, that mean society and the economy can have moved in small increments to the point that it is no longer recognisable – but we can go on teaching about the old ways, without recognising this. Globalisation and social and economic changes can take place so slowly that we miss the significance.

The dangers of making consumer citizenship a subject

If we study the history and evolution of subjects in the school curriculum, we can see that very often what starts as a practical, useful skill or body of knowledge gets turned into a 'proper subject'. It acquires a particular body of knowledge, a way of working, that has to be learned and understood before we are judged competent. The subject becomes 'academic' rather than practical: textbooks are written, theories are developed that have to be learned; universities set up courses and then departments in the subject ...

And the schools teach watered down versions of this. When we introduced a national curriculum in the UK in 1988, we found that subjects that had hitherto only been taught in secondary schools were now to be taught as separate subjects in the primary schools. How was it decided what to teach at this level? The principle adopted was to work backwards: determine what the student at 18 should know, and from this deduce how much should be known at 17, and thus at 16, and thus at 14 ... until we could work out what a six-year old child should know. Instead of looking at the needs, interests and experiences of a six-year-old, and helping them learn from these starting points, we were condemning them to learn for a far-distant future.

Consumer citizenship is intended to be a practical life skill, to be something that we will all find useful in our everyday lives. The danger is that we will turn it into a subject, and that this will be divorced from practical life. There will be theories that must be learned before we can be allowed to do these things for real. Instead of basing children's learning around experience of the real world, it will become book-based, set into official texts. To make it a 'real' subject, with high academic status (and therefore something that teachers will want to teach, and the most able students want to study, there will be demands for examinations and grading. Students will then be able to pass – or more importantly fail – in what was supposed to be a useful everyday area of experience. What do we do with the pupil who has failed citizenship? Who is a failed consumer? What do we say to someone who has failed life-skills?

Controversy

Finally, these are areas that are controversial. As Apple warned us, we must look to who is trying to determine what counts as knowledge, and what their motives are – and be prepared to where necessary resist these pressures. These are areas that very necessarily areas of contention. They are about the allocation of values and resources, in systems that are not always fair or just in their division.

In the area of *Consumer Education*, one can see a range of possible areas where there will be pressure on teachers not to raise certain points:

Ethical consumerism: getting children to think about the consequences of consuming certain sorts or quantities of resources, making decisions based on principles other than simple value for money, even possibly choosing not to consume!

Resources, conservation, waste: pupils who ask questions about environmental and social consequences, who are concerned about sustainability, scarcity and recycling.

Poverty and wealth: consumers demand production, and in a capitalist system production tends to make some people richer, and others poorer. Children should be aware of the ranges that are to be found across the spectrum of incomes – both in their own society, and across the world's economies.

Economic exploitation: a direct consequence of the above is that exploitation occurs, and that consumers can very easily become party to this exploitation. Children can address these issues, and can become aware of the ethical dilemmas of being a consumer.

Decoding advertising: this is an area that children are often already quite good at – but they can also be helped to work out when wants are simply being created, what constitutes honesty in advertising, what information is not being provided (and why), and what constitutes 'truth' in advertising.

Capitalism: there's no reason why children should become critically aware of the organisation of production in our society and aware of the work practices and divisions that follow from this.

Equally, the area of ***Citizenship education*** is likely to provoke powerful controversies:

Power and authority: children should become aware through citizenship education that power is rarely distributed evenly in societies, and that authority is not always fair.

Social Control: societies exercise control over their members, requiring them to behave in particular ways, and exercising sanctions over those who do not conform.

Minorities and their rights: many minorities are discriminated against, and have rights that are sometimes effectively denied.

Social exclusion: some people are excluded in various ways from full participation in society, because of poverty or because of characteristics of ethnicity, gender, class, etc.

Rich and poor (social class): wealth is not evenly distributed and alongside this political power tends to flow economic power.

Gendered societies: societies tend to treat men and women differentially, to expect different roles of each and to reward or value them differently.

Duties and obligations: individuals have obligations to others

Teaching controversial issues is necessary in these areas, but to do so will attract criticism from some quarters.

Consumer citizenship will be a difficult area to develop effectively. It will be hard to manage to conceptualise effectively from the pupil's perspective and needs, and will be subject to a variety of pressures to be taught in particular ways, and to contain particular messages.

Analyzing consumer education curricula in primary and secondary schools in Iceland

Brynhildur Briem

Schooling in Iceland is compulsory for nine years - from the age of six. The national curricula has a status of law, main- and subject-curricula. The school-system is decentralized, the aims and main framework are defined and decided by the parliament, but each municipality or community has the responsibility of enforcing and interpreting the curricula.

Consumer education in Iceland is an interdisciplinary theme and is identifiable throughout primary and secondary main curriculum.

In the main- curriculum, consumer education is mentioned in general way but in more details in some specific subject-curricula such as in life skills, home economics, natural sciences, social sciences and mathematics. Some teaching materials have and are being published. In teacher training institutions consumer education is scarce but in departments of Home Economics at Iceland University of Education.

Analyzing citizenship training in schools in Iceland

In Iceland civic education or citizenship education is obligatory on all levels according to the national curriculum for the primary and secondary stages. It is integrated in several subjects, with main emphasis in social sciences, life skills, social and natural studies and Icelandic (i.a. communicating knowledge, viewpoints and opinions ...). Starting with e.g. self-image and their own social environment, moving on towards national and social studies and from there to the wider world around. Social skills training is not isolated but always done with integration of other subjects. At the conclusion of the obligatory schooling the main emphasis is on social sciences with integration to life skills and social skills. The civic training therefore ends with self-examination, rights and duty of persons and state, rules, laws and regulations of society and government, placement and opportunity of our country and people in the world, matters of importance, near and far, in the world and power and influence of the media today. Furthermore it might be useful for better clarification to point out that Iceland and Norway seem to be on the same wavelength in the national curriculum what ever means are used for expression.

PROGRAM

Saturday 20 April

1600 - 1700

Registration

1700 – 1830

Welcome speech and introduction of the project and conference

Dinner and cultural evening

Sunday 21 April

0900 – 1400

Sightseeing trip from Hamar to Lillehammer

1430 – 1800

Mini-seminar 1 (location: Lillehammer University College)

Curriculum analysis in light of consumer education and civic training

- Citizenship education – presentation of CiCe-Network

- Presentations: Lithuania, Portugal, Sweden, Great Britain, Nice-Mail

Questions and discussion

1900

Dinner and cultural evening

Monday 22 April

Main conference day

(location Scandic Hotel, Hamar)

0830 – 0900

Registration

0900 – 1000

Opening session:

Representative of the Ministry of Children and Family Affairs

Superintendent of Education for Hedmark, Bjørn Berg

President of Hedmark University College, Arne Amlien

1000 - 1300

Keynote speech by Dr. Sue McGregor, Mt.St.Vincent University, Canada:

Consumer citizenship – a pathway to sustainable development?

Keynote speech by Victoria W. Thoresen:

Consumer citizenship – global democracy in a commercial context?

1300 –1400

Lunch

1400 –1630

Keynote speech by Thor Øyvind Jensen, University of Bergen, Norway

Consumer citizenship – empowering the customer?

Keynote speech by Dr. Heiko Steffens, Technical University Berlin, Germany

Consumer citizenship – responsible interaction with the market?

1630 –1730

Panel discussion with keynote speakers

Summary and closing comments (Dean Lars Viggo Berntsen)

Dinner

Tuesday 23 April

0900 – 1400

Miniseminar 2 (location Scandic Hotel)

Consumer citizenship and teacher training

Presentation and plenary discussion on

- compiling a definition of consumer citizenship

- creating a prototype curriculum

- preparing and testing teaching materials

Phase 2 of the Comenius project

Presentation and plenary discussion

- challenges and commitments

- production and deadlines

- the next international gathering of project participants

National Consumer Council

Consumer-Citizens

*International conference, Hamar,
Norway*

Martin Coppack

Policy, Research & Development

Consumer Education Web site

www.ncc.org.uk/policy/education.htm

PRESENTATION

- NCC & Con Ed within NCC
- What is Con Ed - UK perspective
- Place of Con Ed in the UK (England)
- Citizenship Ed within England
- NCC Con Ed work/projects

NATIONAL CONSUMER COUNCIL

- **Think tank** - carrying out consumer research & looking for consumer issues of the future
- **Campaigning for change** - working with providers of goods & services to ensure our policy solutions work

Special remit - to represent the interests of vulnerable & disadvantaged consumers

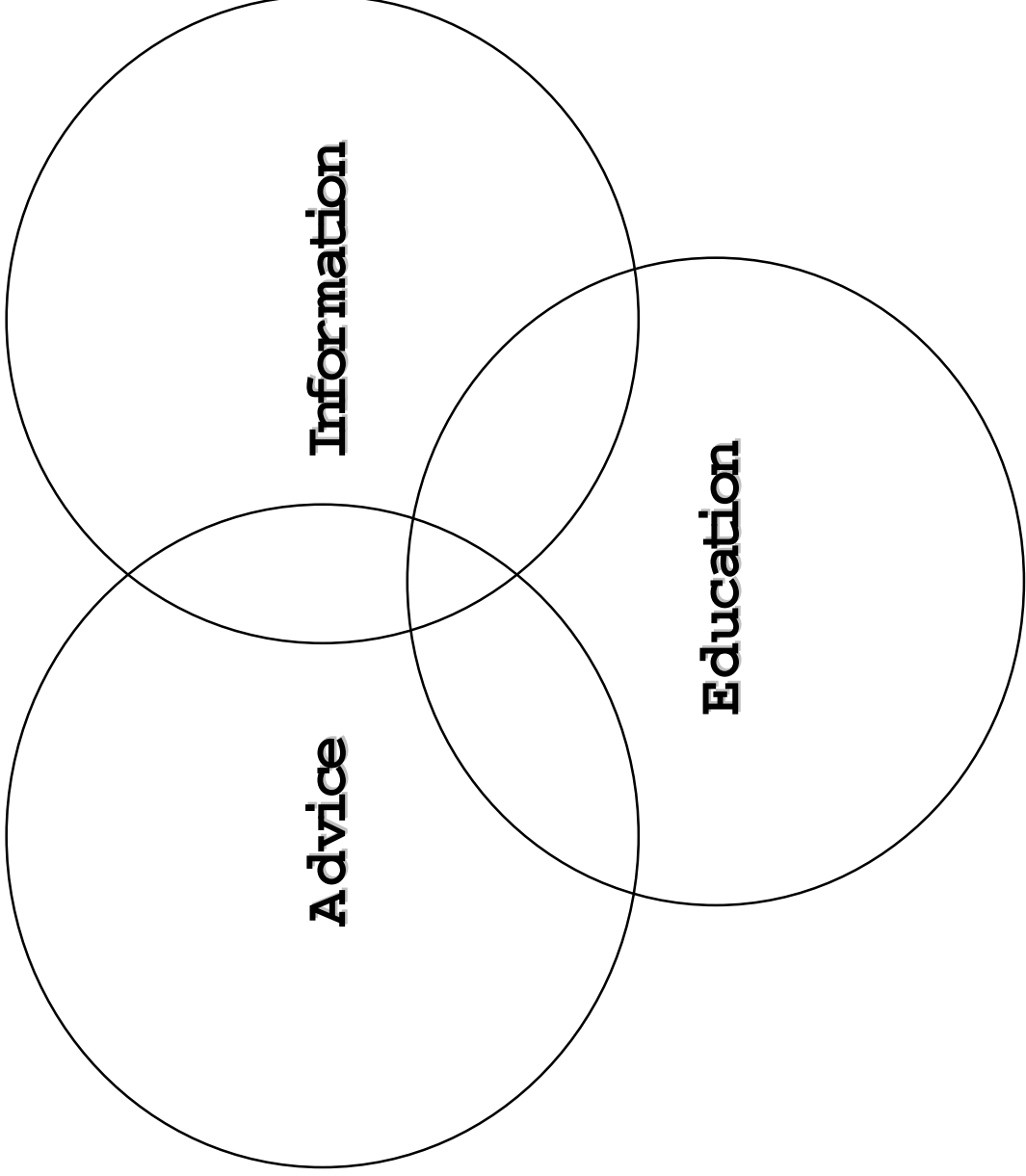
CONSUMER EDUCATION WITHIN NCC

NCC objective 2:

Create smart, streetwise, skilled consumers by promoting access to high quality education, information & advice

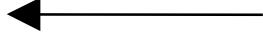
- Cross-cutting theme
- Specific projects

INTERDEPENDENT



CONSUMER ED WITHIN THE UK

Framework for the Development of Consumer Skills & Attitudes



National Consumer Education Partnership publication
Generic, Concise & Progressive Framework

(www.ncep.org.uk)

PLACE OF CONSUMER ED IN ENGLAND

- Best described as "Patchy"
- No national strategy
- Within schools traditionally been covered (to a certain extent) within Home Economics
- Move away from Home Economics to Food Technology
- Now Citizenship Education provides new opportunities within school education

CITIZENSHIP ED WITHIN ENGLAND

New subject which incorporates:

- *social & moral responsibility*
- *community involvement*
- *political literacy*

Programme of study incorporates:

- *knowledge*
- *skills*
- *understanding*

Statutory in Autumn 2002

CONSUMER ED WITHIN CITIZENSHIP

Key Stage 4 (age 14-16)

Two elements within "knowledge & understanding" programme of study directly related to consumer education:

- *the rights & responsibilities of consumers, employers and employees*
- *how the economy functions, including the role of business & financial services*

NCC WORK WITHIN CONSUMER- CITIZEN ED Partnership with Institute for Citizenship

- **Materials for Key Stage 3 on e-commerce**

Final version downloadable from internet published by
Nelson Thorne

CD-ROM on internet-based consumer issues

- **Materials for Key Stage 4 on consumer rights and responsibilities**

One copy supplied free to every English secondary
school & copies downloadable free from website

**Development of Citizenship scheme of work on
consumer rights & responsibilities (QCA)**

FURTHER CONSUMER ED WORK

- Advisory role with many external organisations - FSA, DTI, BSA, CELG, CEG
- Adult Financial Literacy Framework Working Group
- NCC Consumer Agenda
 - obligation for regulators to educate consumers
 - national government strategy for lifelong consumer skills education
- Consumer Education Briefing Paper
- Policy responses

**NCC National
Consumer Council**

Making all consumers matter

20 Grosvenor Gardens
London SW1W 0DH

Telephone 020 7730 3469
Facsimile 020 7881 3031
www.ncc.org.uk

Martin Coppack
Senior Policy Officer

Direct line 020 7881 3049
E-mail m.coppack@ncc.org.uk

LIST OF PARTICIPANTS

Helen Allik	Consumer Protection Board of Estonia	Kiriku 4 15071 Tallin ESTONIA	helen.allik@consumer.ee
Annika Berg	Nordisk Nettverk for forbrukerundervisning	Forbrukerrådet Postboks 4594 – Nydalén 0404 OSLO NORWAY	annika@riverside.no
Leiv Blakstad	Høgskolen i Buskerud	Serviceboks 6 3504 HØNEFOSS NORWAY	leiv.blakstad@hibu.no
Kathrine Blyverket	Utdanningsforbundet	Postboks 9191 Grønland 0134 OSLO NORWAY	tone.ribbing@utdanningsforbundet.no
Tom Bolstad	Forbrukerrådet Oslo	NORWAY	
Emmanuel Bonsu	Office of Parliament	Parliament House, Accra GHANA	
Brynhildur Briem	Iceland University of Education	Stakkahlid 105 Reykjavik ICELAND	bbriem@khi.is
Hjördís Edda Broddadóttir	Consumer Informationstation for home and household	Mavahlid 17 105 Reykjavik ICELAND	heb@strik.is
Michael Cholewa-Madsen	Suhrs Seminarium Pustervig 8	1126 København K DENMARK	MCM@SUHRS.DK
Hilary Claire	School of Education	University og North London, Holloway Road, London N78DB UK	h.calire@unl.ac.uk
Martin Coppack	National Consumer Council	20 Grosvenor Gardens, London SW1W 0DH UK	m.coppack@ncc.org.uk
Vija Dislere	Latvia University of Agriculture, Institute of Education an Home Economics	Cakstes bulv. 5 Jelgava, LV – 3001 LATVIA	dislere@cs.ltu.lv
Fernanda Bingham Dos Santos	R. Artilharaia Um, n o 79, 4 o	1269-160 Lisboa PORTUGAL	fsantos@deco.pt
Eyvind Elstad	ILS, Universitetet i Oslo	Boks 1099 Blindern 0307 OSLO NORWAY	eyvi-els@online.no
Rodrigo Gouveia	Fenacoop - Federacao National das Cooperativas de Consumidores	Rua Cidade de Debrecen no 13, 4o A 2900 Setubal PORTUGAL	gacop@p-coopconsumo.pt
Margareta Grönqvist	Institutionen for lärarutbildning Uppsala Universitet	Box 2136 SE-750 02 Uppsala SWEDEN	margareta.gronqvist@ilu.uu.se

Ragnhildur Gudjonsdottir	The Consumer Association of Iceland	Rituholar 13 111 Reykjavik ICELAND	aeinar@simnet.is
Christina Hark	The Swedish Consumer Agency	Konsumentverket, 11887 Stockholm SWEDEN	christina.hark@konsumentverket.se
Bjørg Hartman	Høgskolen i Telemark, avd. EFL	Lærerskoleveien 40 3679 NESODDEN NORWAY	bjorg.harman@hit.no
Bjørn Haugstad	Utdanning- og Forskningsdepartementet	Postboks 8119 Dep 0032 OSLO NORWAY	bjorn.haugstad@kuf.dep.no
Jo Helle-Valle	Statens Institutt for forbruksforskning	Strandveien 35 Postboks 173 1325 LYSAKER NORWAY	jo.helle-valle@sifo.no
Grada Hellman		Clinckenburgh 21 2343 JG Oegstgeest NETHERLANDS	hellman@xs4all.nl
Sigrunn Hernes	Høgskolen i Agder	Nordtjønnåsen 23 4621 Kristiansand NORWAY	sigrunn.hernes@hia.no
Karin Hjälmeskog	Institutionen for lärarutbildning Uppsala Universitet	Box 2136 SE-750 02 Uppsala SWEDEN	karin.hjalmeskog@ilu.uu.se
Pavel Hrasko	University of Economics	Bratislava SLOVAKIA	
Ingrid Horg Jacobsen	Tveten U.skole 3944 PORSGRUNN	Nystrandveien 149 3944 PORSGRUNN NORWAY	
Thor Øivind Jensen	Universitetet i Bergen	Christies gt. 17 5014 Bergen NORWAY	thor.o.jensen@aorg.uib.no
Bessi Johansdottir	Iceland University of Education	Stakkahlid 105 Reykjavik ICELAND	
Eli Karlsen	Forbrukerrådet	Postboks 4594, Ny dalen 0404 Oslo NORWAY	eli.karlsen@forbrukerradet.no
Mike Kitson	University of North London	166.220 Holloway Road London N 7 8 DB UK	m.kitson@unl.ac.uk
Vojtech Kollar	University of Bratislava	SLOVAKIA	-
Giedre Kvieskiene	Pedagogical university	Studentu str. 39, 2034 Vilniu LITHUANIA s	democ@takas.lt
Gunilla Lacksell Hedén	Institutionen for hushållsvetenskap Uppsala Universitet	Trädgårdsgatan 14 SE-753 09 Uppsala SWEDEN	gunilla.lacksell@ihv.uu.se
Jana Lenghardthova	University of Bratislava	SLOVAKIA	

Annebjørg Lindbäck	Høgskolen i Akershus, student	Ovenbakken 65, 1361 ØSTERÅS NORWAY	
Sue McGregor	University of St. Martin	Halifax, Nova Scotia CANADA	
Marekas Mociulskis	National Consumer Rights Protection Board	Vilniaus str. 25 2051 Vilnius LITHUANIA	mariusm@tic.lt
Piret Multer	Jaan Tõnissoni Instituut	Endla 4 Tallinn ESTONIA	piret@jti.ee
Kari Holtan Nodenes	The Consumer Council og Norway	Boks 4594 Nydalen 0404 OSLO NORWAY	kari.nodenes@forbrukerradet.no
Victor Nogueira	Instituto do Consumidor	Praca Duque de Saldanha, 31 1069 - 013 Lisboa PORTUGAL	victor.nogueira@ic.pt
Lise Busterud Nordal	Forbrukerkontoret i Hedmark	HAMAR NORWAY	
Bente Haukland Næss	Forbrukerrådet	OSLO NORWAY	
Alvita Paceviciute		Vilnius LITHUANIA	
Britt Karin Pedersen	UDF	NORWAY	
Herminia Pedro	Escola Superior de Educacao de Lisboa	Campus de Benefica do IPL 1549-003 LISBOA PORTUGAL	herminia@mail.eselx.ipl.pt
Dulce Peneda	Escola Superior de Educacao de Lisboa	Campus de Benefica do IPL 1549-003 LISBOA PORTUGAL	dpeneda@hotmail.com
Joyce Afuah Peprah	Office of Parliament	Parliament House, Accra GHANA	
Mare Rais	Ministry og Education	Tallin ESTONIA	
Sissel Rathke	Høgskolen i Lillehammer SELL	Postboks 1004 2626 LILLEHAMMER NORWAY	
Alistair Ross	University of North London	166-220 Holloway Road London N7 8DB UK	a.ross@unl.ac.uk
Jill Rutter	School of Education	University og North London, Holloway Road London N78DB UK	j.rutter@unl.ac.uk
Victoria Salifu	Office of Parliament	Parliament House, Accra GHANA	
Kolbrun Sigurdardottir	Iceland University of Education	Stakkahlid 105 Reykjavik ICELAND	bbriem@khi.is

Inger Lise Skare	Ranvik ungdomsskole	3212 Sandefjord NORWAY	ilskare@yahoo.com
Andrej Sokolik	Slovakiske ambassade	Cort Adellers gate 14 0244 OSLO NORWAY	
Heiko Steffens	Technische Universität Berlin, Fakultät 1	TUB Franklinstr. 28/29, D-AD587 Berlin GERMANY	arbeitslehre@tu-berlin.de
Ola Strømme	Point of Purchase AS	Chr. Krohnsgt. 60 0186 Oslo NORWAY	ola@pointofpurchase.no
Victoria Thoresen	Høgskolen i Hedmark	Høgskolen i Hedmark NORWAY	victoria.thoresen@luh.hihm.no
Daniel Tinnga	Office of Parliament	Parliament House, Accr GHANA a	
Hanna Turetski	Consumer Protection Board of Estonia	Kiriku 4, 15071 Tallin GHANA	hanna.turetski@consumer.ee
Hjørdis Søvik Tøllefsen	Forbrukerrådet i Buskerud	Hauges gt. 3-7, 3019 Drammen NORWAY	hjordis.tollefsen@forbrukerradet.no
Sulev Valdmaa	Jaan Tõnissoni Instituut	Endla str. 4, Tallin ESTONIA	sulev@jti.ee
Ole Erik Yrvin	Barne- og Familiedep.	OSLO NORWAY	
Loreta Zadeikaite	Ministry of Education and Science	Volano str. 2/7 LT 2691 Vilnius LITHUANIA	loreta@smm.lt
Irena Zaleskiene	Pedagogical university	Minties str. 44-37 2051 Vilnius LITHUANIA	esinija@takas.lt
Veronica Zimmer	Point of Purchase AS	Chr. Krohnsgt. 60 0186 Oslo NORWAY	veronica@pointofpurchase.no
Anita Åsard	Skolverket	10620 Stockholm SWEDEN	anita.asard@skolverket.se
Hilde Friis	Høgskolen i Hedmark	2318 Hamar NORWAY	
Lillian Kjøl	Høgskolen i Hedmark	2318 Hamar NORWAY	