

Victoria W. Thoresen (ed.)

Developing Consumer Citizenship
Conference and progress report #2

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

Høgskolen i Hedmark
Oppdragsrapport nr. 3 – 2003

Online-versjon

Utgivelsessted: Elverum

Det må ikke kopieres fra rapporten i strid med åndsverkloven og fotografiloven eller i strid med avtaler om kopiering inngått med KOPINOR, interesseorgan for rettighetshavere til åndsverk.

Forfatteren er selv ansvarlig for sine konklusjoner. Innholdet gir derfor ikke nødvendigvis uttrykk for Høgskolens eller oppdragsgivers syn.

I oppdragsserien fra Høgskolen i Hedmark publiseres FoU-arbeid og utredninger som er eksternt finansiert.

Rapporten kan bestilles ved henvendelse til Høgskolen i Hedmark.
(<http://www.hihm.no/Publikasjon/default.htm>)

Oppdragsrapport nr. 3 - 2003

© Forfatterne

ISBN: 82-7671-334-3

ISSN: 1501-8571



Høgskolen i Hedmark

Title: Developing Consumer Citizenship. Conference and progress report #2			
Editor: Victoria W. Thoresen			
Number: 3	Year: 2003	Pages: 33	ISBN: 82-7671-334-3 ISSN: 1501-85871
Financed by: E.U. Socrates Programme, Comenius 2.1 Action			
Keywords: Consumer education, citizenship training, sustainable consumption, sustainable development, responsibility learning, value education			
Summary:			
<p>The second 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 Lisbon, Portugal on May 5-6, 2003. This is a report of the conference activities and contents as well as a report on the general progress of the project from September 2002-2003. 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>Project partners have worked during the project year preceding the conference, both with improving the present definition of consumer citizenship as well as creating and testing learning materials and curriculum guidelines for consumer citizenship education in schools and in teacher training. The meeting in Lisbon provided the opportunity for the partners to discuss the teaching materials which have been prepared and tested by the partners. The participants also devoted time and energy to evaluating and suggesting improvements to the project itself.</p> <p>The participants reported that the common definition of consumer citizenship which has been formulated is increasingly being used in schools, universities and in other arena. Consumer citizenship education is in a number of cases being included in existing subjects within teacher training as well as taught as an inter-disciplinary topic. Students have indicated that they find the subject relevant, useful and important. Cooperation between the national educational authorities represented in the project, the national consumer interest organizations represented in the project and the partners from the teacher training institutions has in most cases been strengthened but there are still significant challenges in this area. The establishment of the Erasmus 3. thematic network, The Consumer Citizenship Network, was seen as a continuation and expansion of the initiatives taken by this Comenius 2.1 project.</p>			



Høgskolen i Hedmark

Tittel: Developing Consumer Citizenship. Conference and progress report #2

Redaktør: Victoria W. Thoresen

Nummer: 3

Utgivelsesår: 2003

Sider: 33

ISBN: 82-7671-334-3

ISSN: 1501-8571

Oppdragsgiver: EU's Socrates programme, Comenius 2.1 Action

Emneord: Forbrukerlære, demokratiopplæring, bærekraftig utvikling, bærekraftig forbruk, ansvarslæring, verdi-basert læring

Sammendrag: Den andre internasjonale samling av samtlige deltagere i den tre-årige Comenius 2.1 prosjekt: "Consumer education and teacher training: developing consumer citizenship" ble holdt 5-6 mai 2003 i Lisboa, Portugal. Denne rapporten beskriver innholdet og aktivitetene ved konferansen samtidig som den er en rapport om prosjektets fremdrift fra september 2002-2003. Prosjektet koordineres av Høgskolen i Hedmark med Victoria W. Thoresen som prosjektleder. Prosjektets mål er å utvikle en definisjon av "consumer citizenship", kartlegge i hvilke grad demokratiopplæring tar for seg relaterte problemstillinger, og utarbeide undervisningsmaterialet for lærer-utdanning innenfor feltet. I tillegg utvikler prosjektet en prototype av en rammeplan for "Consumer citizenship education". Landene som deltar i prosjektet er: Norge, Sverige, Island, Portugal, Lithauen, Estland, England. I året mellom forrige prosjekt konferansen og samlingen i Lisboa, arbeidet prosjekt deltakerne med å forbedre definisjonen av "consumer citizenship", samtidig som de utarbeidet og testet læringsmaterialer og veiledninger for "consumer citizenship education" i lærerutdanning og skoler. Samlingen i Lisboa ga anledning for deltakerne til å diskutere erfaringene med materialene og undervisningen. Deltakerne også evaluerte selve prosjektet og foreslo forbedringer. Prosjektdeltakerne rapporterte at felles definisjonen på "consumer citizenship" brukes i stadig økende grad i skoler, universiteter og andre fora. "Consumer citizenship education" blir inkludert i flere tilfeller i fagene i lærerutdanning så vel som undervist som tverrfaglig tema. Studentene gir tilbakemeldinger som tyder på at de finner undervisningen relevant, nyttig og viktig. Samarbeid mellom prosjektets representanter fra nasjonale undervisningsmyndigheter, forbruker organisasjoner og lærerutdannings institusjoner har i de fleste tilfelle blitt styrket men det finnes fremdeles vesentlige utfordringer. Etableringen av Erasmus 3. tematisk nettverket, Consumer Citizenship Network, koordinert av Høgskolen i Hedmark, var sett på som en videreføring og utvidelse av initiativene som ble tatt av dette Comenius 2.1 prosjekt.

CONTENTS

Introduction.....	9
1. Definition of consumer citizenship.....	12
2. Project progress.....	13
3. Conference description	14
4. Summary of presentations and documentation.....	16
Consumer citizenship: A documented need.....	16
Consumer citizenship: content for learning materials and online games.....	17
Consumer citizenship: a matter for creative consultation.....	18
Consumer citizenship: a source of critical reflection.....	21
Consumer citizenship: an arena for civic action	22
Consumer citizenship: A platform for cooperation.....	23
Consumer citizenship: an aspect of human identity.....	24
5. Discussions and suggestions.....	25
6. Challenges still to be dealt with.....	27
7. Plans for the next stage of the project.....	28
8. Evaluation of the conference	30
9. Monitoring the project	31
10. List of participants (see Appendix).....	32
11. Acknowledgements.....	32
12. Appendix	

Introduction

After a year of development, the three year Comenius 2.1 project: “Consumer education and teacher training: developing consumer citizenship” held its second international meeting of all the project participants in Lisbon, Portugal on May 5-6, 2003. 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 England, Portugal, Lithuania, Estonia, Iceland, Sweden and Norway, and is coordinated by the University College of Hedmark, Norway.

Comenius 2.1
Project

During the last half a year the concept of consumer citizenship has gained increased attention. In connection with the preparations for the United Nations Decade for Education for Sustainability organizations and projects have contacted the DCC project for various types of contribution and collaboration. The European Economic and Social Committee has referred to “consumer citizenship” in several of documents it has published. The concept has also appeared in a variety of other articles and publications related to sustainable consumption and the need for critical approaches to extensive commercial pressure.

Additional
participation

The conference was an important milestone in the consolidation of the work done by the individual project partners and a vital opportunity for face to face consultation about the contents and progress of the project. Although the gathering was basically a meeting for the project participants, it was our pleasure to welcome several guests. Ms. Fiorella Perotto, from the Comenius office of the Socrates program attended the conference. Representatives from the Portuguese network for consumer educators were also present. In addition, a number of students from the host institution, the Higher School of Education of Lisbon, actively participated in the conference.

Triangle of
cooperation

One of the distinct challenges of this project has been the composition of the partnership. First and foremost, the partners consist of teacher trainers. But these come from varied fields and this means there is not automatically a common set of concepts and approaches to consumer citizenship. The project has also emphasized the importance of direct contact with educational authorities as a means of securing insight into and development of national curricula. Representatives from the national ministries and boards of education have participated in the project and attended the conferences. The structure of the project has had a third side to its “triangle of cooperation”. The reason for this has been to strengthen cooperation between those in the realm of academics and those representing civil society. This has been done by the participation of members of national consumer interest organizations.

Conference focus:
Teaching materials
and project
improvement

Conference emphasis: Participatory learning and content relevance

This Comenius 2.1 project, seeks to develop an inclusive understanding of consumer citizenship. Project partners have worked both with improving the present definition as well as creating learning materials and curriculum guidelines for consumer citizenship education in schools and in teacher training. The meeting in Lisbon provided the opportunity for the partners to discuss the teaching-materials which have been prepared and tested by the partners. The meeting stimulated the exchange of constructive criticism and new ideas connected to consumer citizenship education. The participants also devoted time and energy to evaluating and suggesting improvements to the project itself.

Almost without exception, the teaching plans and materials which were presented encouraged students to take an active role in the learning process. This emphasis on participatory learning was exemplified by activities at the conference in which participants played the role of students. The national project groups' presentations also described numerous ways in which consumer citizenship education could ensure access to relevant, quality content.

Present project and conference results – in brief

The conference in Lisbon confirmed the fact that the project partners have progressed significantly in terms of the following areas of work:

Concrete achievements

1. A common definition of consumer citizenship has been formulated and the project partners' experience indicates that it is increasingly being used in schools, universities and in other arena.

2. Consumer citizenship education can be included in existing subjects within teacher training as well as taught as an inter-disciplinary topic.

3. Detailed consumer citizenship education teaching plans have been prepared and some of them tested during this project period.

4. Exchange of teaching materials online and presentations at the conference have provided improved opportunities for collaboration between the project partners.

5. The large majority of project participants have registered positive involvement in consumer citizenship education initiatives on the part of the students involved. The students have indicated that they find the subject relevant, useful and important.

6. Cooperation between the national educational authorities represented in the project, the national consumer interest organizations represented in the project and the partners from the teacher training institutions has in most cases been strengthened but there are still difficulties to be overcome.

7. Concrete methods for further increasing and improving cooperation between the project partners were agreed upon.

8. Additional topics for further research and development work within the area of consumer citizenship education were agreed upon for the final stages of the project.

9. Although the project is well underway, the delayed start, the present positive level of involvement, and the need for more time to arrange and evaluate the proposed national seminars were agreed upon as being collectively valid reasons for requesting an extension of the project period.

10. The establishment of the Erasmus 3. thematic network: The Consumer Citizenship Network, was seen as a continuation and expansion of the initiatives taken by this Comenius 2.1 project. The first international conference of the Consumer Citizenship Network, to be held 1-2 March 2004 in Paris at UNESCO headquarters, will be an important venue for sharing the results of this Comenius project. The final gathering of this Comenius project will therefore be placed in Paris directly before the CCN conference.



1. Definition of consumer citizenship

Consumer
citizenship
definition

The project partners have experimented during the present project stages with the following definition of consumer citizenship in order to see if it functions as an understandable expression of the intentions of the development work of the project. The concept of consumer citizenship has been increasingly used in Europe, both in academic arena and in socio-political contexts. In English, the combination of the phrases “consumer” and “citizenship” seems acceptable. This is in part due to the development of citizenship education in British schools and the popular use of the concept in Canada and Australia. In some of the other partner languages (such as Norwegian and Lithuanian) the translation of these two terms does not appear to be as readily comprehensible. The project partners indicated, however, that according to their experience, the contents of the following definition describe in an adequate manner the focus of the project’s work.

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, local and family scale when securing one’s own personal needs and well-being.

“Education today is about learning to know, learning to do, learning to live together and learning to be.”

--Delores

The aspect of the definition which has captured the attention of other academicians and people/organizations involved in social and economic development is the emphasis on individual responsibility in a collective context. As the UNDP Human Development Report of 2002 states: “People are not only the beneficiaries of economic and social progress, they are also its agents, both as individuals and by making common causes with others.” This, however, does not exonerate government authorities from creating legislation to protect consumers and the environment. Consumer citizenship is about knowing when one can influence as an individual and when legislation and collective action is required.

2. Project progress

The Comenius 2.1 Developing Consumer Citizenship project has experienced a springtime in the life of the project. After a delayed start (the Socrates grant was received in January after the 1.October date when the project was planned to start) there have been illnesses and accidents, computer viruses and communication difficulties. Nonetheless, the first international project conference was held in Hamar, Norway April 2002 and the national teams have managed to come together regularly. It has been necessary to find a common academic language and a functional working form. The meeting of the national coordinators in September 2002 provided a useful opportunity for a common review of the contents of the first project conference and progress report before it was published. The meeting also allowed for important clarification of practical project routines and for charting the next stage of the project together. The preparation by the partners of consumer citizenship education teaching plans and materials took place within the scheduled time period after the first conference. Translations were made from the original languages and the materials were copied and sent to all the project participants in advance of the second full gathering in Lisbon 5-6 May 2003. This gave the participants the chance to read the material before coming together.

Delayed start

National
coordinator's
meeting Sept.2002

Materials
translated and
distributed

As the details in the following pages will show, the Lisbon conference allowed for collective reflection and discussion on the work done as well as evaluation and adjustment of the course of the project during its final stages. The need for even more direct, constructive criticism between partners as regards teaching plans and materials still exists. More thorough documentation of dissemination of the progress results is also a challenge still to be met.



Discussion group

3. Conference description

Lisbon as the
conference venue

Lisbon, Portugal was an especially interesting location for the second project conference. A history highly influenced by trade and commodity transport; recent modernization; and active involvement in the development of European consumer protection, provided a vivid backdrop. The warm, comfortable climate was appreciated by all. The Higher School of Education of Lisbon functioned well as the venue, both practically and by allowing project participants to come in contact with students and teachers there.

Opening remarks

The conference was opened with greetings from the President of the Higher School of Education of Lisbon and the Vice-secretary General of the Portuguese National Consumers Council. Both emphasized the importance of the development work the project is involved in and the fact that the topic of consumer citizenship is particularly relevant for students becoming teachers in modern society.

Global progress
and global
fragmentation

The project coordinator, Victoria W. Thoresen, opened the conference by reflecting upon the two parallel, simultaneous processes occurring in the world at present. On the one hand there is a positive trend towards equity, solidarity and improved living conditions for many. Some facts which support this were referred to: the reduction of the number of people living in extreme poverty, improved access to clean water, the replacement of military regimes by democracies, the increase of volunteerism throughout the globe, the increase in people playing more effective roles in fostering development, and consumer action which has proven it can hold corporations accountable to public expectations of corporate social responsibility. (Human Development Report 2002)

“All countries pay
the price of global
injustices.”

UN Sec.General

Kofi Anan

Yet on the other hand, there are obvious indications of fragmentation and imbalance in the global society. Some conditions pointing in that direction were: the grossly uneven distribution of wealth in the world, the numbers still living below the poverty line, the spread of curable diseases such as tuberculosis, the number of countries still not holding fair elections, the fact that military alliances have returned to the centre of national policy making, and the rapid expansion of the control of a small number of media monopolies in the world.

Thoresen commented that such diametrically opposite processes are not unusual in the spring in the biological world – seeds break out of their pods, butterflies leave their cocoons, birds scatter the shells of the eggs they have inhabited. The destructive phases are often necessary for transformation to occur. But humans have the power – and the responsibility of determining the ultimate direction and speed of our development. Consumer citizenship and consumer citizenship education is one highly relevant response to these processes.

The project partners have a common focus and goal, a diversity of approaches, a variety of issues and a growing collection of concrete results to share from the work done so far.



Victoria W. Thoresen, project manager

“The future is not something that happens, but something which is constructed on our choices or our failure to choose...The nature of the major problems which face us, show us clearly the nature of those choices. They are not technical but moral choices. They are a statement of what we believe a good society should be.”

Phillip Hughes (2000)
“A shared challenge, a shared response”

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 second phase. These were commented upon by the other participants. However, it was suggested that instead of discussions in plenum, the conference participants should divide into groups and work together in smaller units. The program (see Appendix) was adjusted to allow for this modification. The contents of these reports are summarized on page 11-15 and the full text is included in the Appendix. A highlight of the presentations was when the Portuguese team presented their work with the enthusiastic help of their student teachers.

4. Summary of presentations and documentation

Consumer citizenship: A documented need

PORTUGAL

The Portuguese project team with the assistance of some of their students presented a specialized course which they had developed called: Citizenship, Consumption, Environment and Sustainable Development. The results of the course confirmed the need for consumer education particularly in areas affected by ecological disasters. The course's goal was:

to contribute towards a more critical awareness of concrete situations regarding the environment and the consumer, which we encounter in the society to which we belong, and to find acceptable solutions to real problems in accordance with the principles of sustainable development.

The course consisted of the following subjects: Science and the Consumer, Psychology and the Consumer, Educating the Consumer, Economics and Society, Environment and Sustainable Development, Education for Citizenship. Each of these subjects contain theoretical, practical, didactical and scientific components.

The course began by analysing and investigating real situations by means of interdisciplinary scientific research and reviewing the consequences of these situations for the environment and their effects on food chains for animals and consumers. Student activities included planning action which could be taken, identifying possible solutions to the problems and finding ways of informing consumers about these.



Carla Ruivo, Herminia Pedro and Dulce Peneda

The concrete example which was presented by the students was "The Catastrophe of the Prestige in the Atlantic Ocean and Implications for Consumers". The students described the research project's methodology and results. Part of the research involved collecting data

Charting prior
knowledge of
problems

from inhabitants in specific towns in the south of Spain and the north of Portugal. A central part of the research was charting what prior knowledge of the problem the individuals interviewed had. The work had not just been an intellectual exercise. Their experiences in the field, interviewing individuals who were affected by the *Prestige*, strongly influenced their own understanding and attitudes. The students indicated that they realized, as their data proved, how essential it is for people to be able to actively participate in improving the conditions they live in—be it by working for new legislation or by finding alternatives when circumstances are drastically altered.



Portuguese students who presented their project at the conference

Consumer citizenship: content for learning materials and online games

In Iceland Consumer education is a part of the Life Skills curriculum and it is also part of other subjects such as Home Economics, Natural Sciences, Social Sciences and Mathematics. The Icelandic team prepared three courses called Life Skills – Consumer Education, one course for teachers in-service, another for those studying for teaching qualifications and a third for those qualifying for teaching home economics. The first course will be offered as distance learning for duration of 15 weeks, starting in the autumn semester 2003. Web-CT distance learning computer program will be used. The second course is an elective course for teachers' education. The course is valued as 4 ECTS (two weeks of students work) and was offered in the spring semester 2003. Case studies were used as a learning tool.

ICELAND

The general objective of the courses are that on completion the participant should have gained the knowledge and insight into what it is to be a consumer in a complicated and multifaceted society and be able to

Case studies

communicate this to their pupils. The course participants work with four of the objectives from Life skills curriculum:

- The rights and obligations of the consumer
- Personal finances and society's economy
- Commercial persuasion
- Housing, clothes, prices and quality of food



The Icelandic project team

In addition to teaching plans related to the abovementioned three courses, the Icelandic team presented an online reality game. Due to technical difficulties some of the information was not accessible during the conference, but a description of the activities is included in the Appendix of this report. The reality-play is available free of charge to schools. It is an interactive role-play on the web (internet) that is conceived with the life-skills of 10th graders in mind. The goal of the game is to be able to give the students of the tenth grade some financial information and to introduce them to several financially influenced aspects of modern Icelandic society. The game presents a society where the law of supply and demand applies. The situations dealt with in the game are varied (such as both high and low salaries, sudden wealth and gradual acquiring of debt, ecological problems, etc.) The game also emphasizes the interdependence of consumers throughout the world.

Consumer citizenship: a matter for creative consultation

ENGLAND

The English team presented several approaches to consumer citizenship education. Documentation of the sessions for third and fourth year students training to be primary teachers is included in the Appendix here. These sessions dealt with teaching controversial issues and the teachers' role and included lectures on consumer education with follow up group work. In addition sessions were described that had been given to PGCE primary students on a one year course. The lecture was mainly devoted to Citizenship, but including references to Citizenship Education, followed

by a workshop in which students considered Consumer Education along with other Citizenship issues.



Hilary Claire

The sessions used the following definition of consumer education: Consumer education is about anything that we consume in our lives, whether we pay for it or not out of our own pockets. The following concepts were focused upon: wants and needs; rights; connections (wants, needs and who pays), production and the consumers; advertising; producers, consumers and the environment; consumption and the wider world (globalization); and consumption and ethics. As part of these topics, the following questions were taken up along with numerous others: 'What's the difference between Consumer Education and Consumer Citizenship? Would you buy cheap goods made in Sri Lanka? Where does the money come from for the things we need and want that seem to be free? "Poverty in your coffee cup"'.
"Make values explicit"

The English team also presented a newly produced handbook, *Consuming Passions*, published by the National Consumer Council and the Institute for Citizenship. Martin Coppack, one of the authors, is also a member of the Comenius project. The resource handbook deals with the consumer strand of citizenship education presently included in Key stage 4 of the English school system. The handbook includes a wide variety of materials and guidelines for consumer citizenship education. Main topics are: Understanding consumer wants and needs, advertising and the consumer, the consumer as a global citizen, buying and selling—empowering the consumer, knowing your buying rights (point-of-sale law) and making your voice heard—praising and complaining.
"Avoid recycling ignorance"

The conference participants divided into groups and played the Simasia role play (see page 24-25 of the Handbook) reading the briefing cards and discussing relevant issues.



Discussion group

CiCe Network

The Children's Identity and Citizenship in Europe Network was included as a full project partner during 2003. Alistair Ross, project manager of CiCe, gave a presentation at the Comenius conference in Lisbon (see Appendix for full text). His presentation focused on the theoretical foundation for the work being done and he highlighted the controversial nature of many consumer issues and the relation these have to an understanding of modern citizenship. Ross also described the CiCe Network activities and the plans for developing a Masters program in citizenship.



The English project team and CiCe coordinator, Alistair Ross

Consumer citizenship: a source of critical reflection

SWEDEN

The research and development work done by the Swedish project team dealt with increasing students understanding of resource management; moving towards the Agenda 21 vision; making decisions and choices (related to snacks between meals, and sweets); and getting deeper knowledge about the relation between young consumers behaviour and young consumers identity, lifestyle, financial behaviour, consumer protection, advertising. Questions related to ethics, environment and gender were highlighted.

The four lesson plans which were presented had in common that all of them took as their point of reference the household and family rather than the individual. This was of particular interest when examining attitude and behaviour change. The sessions were held for teacher students in Home and Consumer Studies. Home and Consumer studies is a compulsory subject for all pupils in Swedish schools in grades 1 –9. One of the subject's goals is to develop the pupils understanding and a permanent interest in how activities in the household interact with health, economics and the environment, both locally and globally.



The Swedish project team

One noteworthy result of the testing of these lesson plans was that students thought in the beginning that they knew a lot about sustainability, but discovered how complicated habit changing can be. Here, as with as number of the other project presentations, the methodological emphasis was on a combination of theory and practice, bringing the students' real-life experiences into the classroom and using these in their studies. The Swedish presentation also indicated how process learning helped the students themselves uncover conflicts of interest. It stimulated students to come with concrete suggestions for solutions to the problems they analyzed.

“Let deeds not words be your trademark”

Consumer citizenship: an arena for civic action

ESTONIA

The skills, knowledge and attitudes composing Consumer Citizenship can be taught in Estonia to students via the Consumer Education Curriculum, which has an interdisciplinary approach. The CEC covers all the age levels of compulsory school and presents a concentric course taught by the teachers of different subjects. The Consumer Education Curriculum has four main dimensions: home economics, law, economics, and international relations. Within these dimensions there are four integrated themes: scarcity, safety, professional development and information technology.

The Estonian project team presented teaching plans in connection with these dimensions and themes. Three main methods to teach consumer education in schools were suggested: 1. Lectures to gain knowledge about consumer protection. 2. Learning by doing (games and case studies) which give practical tips how to manage in everyday life. 3. Learning through different projects: such as the example carried out by the Consumer Protection Board of a competition for pupils in the grades 8-10 “Let's manage healthily and economically”. The aim of the competition was to use own imagination and experience describing family's consumption habits and to observe that these habits have a positive effect on health and increase economic well-being of the family and society. Both for the pre-service and in-service trainings the team felt there is need for relevant handbook for teaching Consumer Education in Estonia.

Project learning



The Estonian project team

In addition to identifying the need for training pre-service teachers in these new topic areas, the team presented lesson plans entitled “The wise consumer in a shop”, “Commercials and information”, “The consumer’s right” and ”Consuming and world policy”. The team was concerned with how to influence the council responsible for national examinations in the social sciences so that consumer citizenship subjects

would be included. This brought forth the question of what criteria should be used to assess achievement and growth with consumer citizenship education?

Consumer citizenship: A platform for cooperation

The Lithuanian team began their presentation by describing the cooperation which has developed between the three parts of the national team: the educators from the University, the representative from the national consumer interest organization and the governmental education authorities. The initiatives taken in connection with the project's focus and the work done have contributed significantly to increasing awareness about the importance of consumer education and consumer citizenship education.

LITHUANIA

Curriculum and teaching plans were presented by the Lithuanian team. The course, called: Consumer Education in the initial teacher training is an 80 hours course whose aims are: to give the students a basic understanding about the consumers, their rights and duties, consumer rights protection, consumer patterns, principles/theories of consumer behaviour. The course also seeks to familiarise students with consumer education aims, objectives and methodologies and to help students choose appropriate methodologies for teaching different age consumer groups. One important aspect of the contents is to teach students to respect different lifestyle choices

Respecting
lifestyle choices



The Lithuanian project team

Specifically, the course focuses upon knowledge of

- consumer protection strategies and guidelines for activity;
- consumer behaviour patterns, types and main characteristics;
- principles/theories of consumer education.

Skills developed in the course are:

- analysing today's market structure and its relation to the consumers;
- analysing consumer behaviour patterns in relation to other research;

- choosing appropriate consumer education methodologies for different age groups.

The course attempts to develop attitudes of

-tolerance and social solidarity, confidence in democratic social and state institutions and willingness to improve their effectiveness;

-tolerance and responsibility in assessing consumer problems;

-respect and openness to all ethnocultural traditions of Europe and the world and willingness to promote and develop these traditions.

To achieve the above goals the team described a lecture plan in which Consumer policy strategy in the EU and in Lithuania were highlighted. The lectures also introduced the student to the consumer education strategies in the EU countries and in the Republic of Lithuania and tried to raise the students' awareness of the role of these strategies on the quality of human life.

Consumer citizenship: an aspect of human identity

NORWAY

The Norwegian project team presented the lesson plans they have developed dealing with three main topics within consumer citizenship education. The first dealt with consumption as a part of human identity—“social construction or personal choice?” Odd Helge Lindseth presented course content materials which he had used with student teachers. The second presentation was written by Erik Brøntveit and Victoria W. Thoresen. It dealt with consumer culture from historical and ethical perspectives. The slides which were printed in the conference materials gave an overview of topics lectured upon in that part of the course for student teachers. The deepening activities and questions for discussion had also been tested with students of the course, “Needs and Desires” at Hedmark University College. Thirdly the team presented a lesson plan about definitions of consumption and the socio-scientific theories which have developed within different academic fields about consumption. This included an interdisciplinary overview of sociologists, economists, ecologists and psychologists whose theories about consumption and sustainability are relevant to consumer citizenship education.



Discussion

5. Discussions and suggestions

The discussions of the presentations were polite and reserved. Those present agreed that all would benefit from more formalized feedback where the materials are reviewed in more detail. The fact that some of the partner countries were relatively new to the concepts of consumer education and consumer citizenship education while others have worked with them for a number of years caused discrepancy in expectations. Quality control is also difficult when there are few common assessment criteria.

Therefore the following was planned for the next and final stage of the project. The following topics were suggested as themes to be focused on during the final project stages and at the third gathering of the project in March 2004:

Themes to be
focused on

a) The general definition of consumer citizenship:

- What are the values connected to consumer citizenship education?
- How do gender issues effect consumer citizenship education?
- What role does self-esteem play in becoming a consumer citizen?

b) Practical application

- What are the best pedagogics (didactics) of consumer citizenship education (ict, lectures, involvement)?
- How can consumer citizenship education ensure the empowerment of the students/pupils?
- How can consumer citizenship education be embedded in the wider school curriculum?
- How can information and communication technology be used in consumer citizenship education as a tool, a method, a source of information and as a goal?
- How should consumer citizenship education be assessed(portfolios, examinations, practice, etc)?

The partner teams were divided into pairs of “Friendly opponents” who would in advance read the materials prepared by those they are to assist. Their comments will be presented at third international gathering.(“Friendly opponents”: Iceland and Estonia; Portugal and Sweden; England and Norway; Lithuania and Norway). This may also increase “cross fertilization of ideas”.

Friendly
opponents

The following were suggested as relevant points for reflection so far when assessing the work done by partner teams

- a) Are the materials suitable for the class level indicated?
- b) Are the materials based on sufficient theoretical research that they can be approved by university/ college evaluators?

Assessment
criteria

- c) Do the plans/materials allow for sufficient student involvement in the learning process? If not, how could this be improved?
- d) To what degree do teachers who use these materials/plans need to have additional experience or information? How can these be acquired?
- e) What are the innovative aspects of these materials? Are there other ways of teaching the same topic which might serve as a valuable supplement?
- f) How can the teacher using the materials keep updated as to the latest developments on the topic?
- g) What competences do the lesson plans seek to develop? Are there other competences which you feel should be developed together with these?



Participants at lunch

6. Challenges still to be dealt with

The conference participants consulted constructively on the effects the project has had so far on national education policies and teacher training. In most cases an increase in awareness by the educational authorities about the importance of consumer citizenship education could be registered in the partner countries. Nonetheless, there appears still to be a great need to develop more detailed strategies for informing about consumer citizenship and for training teachers and student teachers.

Increasing awareness of consumer citizenship education

Two main approaches were discussed. Lesson plans and teaching materials need to be tested and improved. Having done this, they need to be published and distributed, and in some countries, translated. Parallel, or shortly after the first approach, national seminars for building teacher and student teacher competence need to be held. As such seminars are a part of this Comenius project, the partners discussed briefly how and when these seminars would be held.

Contributing to competence building

Discussion of the abovementioned challenges lead to the decision that the Comenius project was in great need of more time to accomplish the goals it has set. To do so, the partners agreed to request an extension of the project period from completion 1 October 2004 to 31 December 2004. Other factors which support the need for an extension of the project period are the delayed start caused by late notification, late transferral of the grant, and the extended illness of the project coordinator at the beginning of the project period.

National dissemination seminars

Many of the conference participants mentioned situations where they have had the opportunity to hold presentations, write reports and share information about this Comenius 2.1 project. Pamphlets about the project have been produced and distributed. Only a limited amount of this dissemination activity has been documented and it was agreed that the partners should try to collect this information and share it with the project coordinator so that it can be included in the final report.

Documentation of dissemination activities



Vija Diselere, Fiorella Perotto, Eli Karlsen

7. Plans for the next stage of the project

Research and development

The following is a summary of the suggestions made concerning the next stage of the project which the project participants agreed upon:

May 2003-13 Sept. 2000

Prototype curriculum

1. Revision of the teaching plans/materials prepared so far.
2. Further development of the teaching plans/curriculum prepared so far
3. Further testing of the teaching plans/curriculum prepared so far.

Sept 2003-Jan 2004

Assessment

4. Suggestions for the revision of the prototype consumer citizenship curriculum made and shared at coordinators meeting in Uppsala
5. Research and development of new teaching plans/materials and testing of these.
6. Assessment of the teaching plans/materials

On the basis of the discussions at the conference in Lisbon and the materials prepared by the different teams, each national team is to review at one of their meetings this spring/summer the prototype consumer citizenship curriculum (see Appendix) which was proposed on the basis of suggestions both at the Hamar conference and after discussion at the coordinator's meeting in London. The curriculum is intended as a basic teacher training course constituting 30 ESCT credits. It shall be organized so that it can be divided into modules. The first 15 credits are intended to be general, covering all the main areas. The other 15 credits should allow for more in-depth study and practice.

National coordinators' meeting 2003

Sept. 13, 2003 Uppsala University, Uppsala, Sweden: National Coordinators meeting

September 2003 – January 15, 2003

Research and development work

7. Reports written about testing and assessment of the revised teaching plans/materials
8. Research and preparation of presentations of new research and development work and teaching plans/materials for the third international project gathering to be held in Paris 27-28 February 2004
9. Revision of prototype curriculum on basis of suggestions from national teams
10. Suggestions for strategy plans for national dissemination seminars

National strategy plans

January 15 to 27/28 February 2004

Reports written about materials to be presented at third international gathering are sent to the international coordinator to be copied and distributed to partners (If the application on extension of the project's time period is approved then the work plan will look something like the following for the final stage):

Final project gathering
Paris
27-28 Feb.2004

March-September 2004

- 14. Reports and materials printed and distributed
- 15. National dissemination seminars held
- 16. Sept.20, 2004 final reports about national dissemination sent to international coordinator

National dissemination seminars

January 2005

- 19. Final project report to be sent to Socrates office.

Final project report

27-28 February 2004:

*****The third international project gathering of this Comenius project***

The Erasmus 3 Consumer Citizenship Network will hold its first international conference at UNESCO headquarters in Paris the 1-2 March 2004. As this conference is a continuation and expansion of the work initiated by this Comenius 2.1 project it was suggested and agreed that the third (and final) gathering of this Comenius project, Developing Consumer Citizenship, be held in Paris instead of England as originally planned. The gathering will be in connection with the proposed CCN conference. The Comenius project gathering will take place Friday and Saturday the 27 and 28th of February in Paris.

Schedule overview

Stage 1	Conference Hamar				
Oct. 2001 April 2002					
Stage 1	Workseminar/ conference	Stage 2	Workseminar Lisbon		
		May 2002		May 2003	
Stage 1	Workseminar/ conference	Stage 2	Work- seminar Lisbon	Stage 3	Final seminar/ conference Paris

Schedule overview

27-28 Feb.2004
(1- 2 March 2004)

Stage 4	Project completion
Fall 2004 Dec. 2004	

8. 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. Almost all of the participants gave input to the evaluation.

- a. The participants were pleased with the practical arrangements although there were certain technical and climatic difficulties which caused some discomfort. The hospitality of the Higher School of Education and the assistance of the of their Office of International Relations, in the person of Carla Ruivo, was much appreciated.
- b. There was a desire to have had more group work discussion and more time.
- c. Written documentation from the national teams was received well in advance of the meeting so that everyone had the chance to read beforehand. This was considered a very positive aspect of the conference.
- d. 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.
- e. The conference organization and implementation was given very positive evaluation.



Portuguese folk dancers

9. Monitoring the project

All the project participants were given questionnaires to answer about the progress of the project. The responses from the answers are summarized below:

- a. The project's first conference and progress report (2003) was considered by the majority to have been very good in terms of quality of content and presentation form, and good in terms of information about goals for the next project stage.
- b. 95% felt the project goals have been clearly defined.
- c. All felt that the meeting of the national coordinators in Sept. 2002 was very useful in connection with sharing of information, planning, reporting and monitoring the project's progress.
- d. All of the teams except one reported that they have had regular national team meetings. The partner who had not had "regular" meetings reported that they had had meetings irregularly, but had had them. Two teams felt there should be clearer focus on central themes instead of such a variety of issues to deal with. One of the teams has had a member who withdrew due to workloads and other research and development work priorities. Three of the teams have had members who have had to deal with serious illness/accidents and had to have extended sick leave during the second phase of the project.
- e. All of the participants felt they had too little time to use on the project in order to do the research and development work they feel should be done. Many wished they could have more funding so they could free themselves to concentrate on the project.
- f. On the whole, the partners felt that deadlines have been realistic.
- g. Information from the project coordinator to the partners was considered to have been sufficient and relevant.
- h. As mentioned previously in this report, some of the teams reported that they felt the contact with their team members who represented the National Ministries or Boards of Education could be better.
- i. Nearly all felt the project's work has had clear relevance to the other work they do.
- j. Several of the partners requested the establishment of a databank with resources/literature about the topics covered by the project.

10. List of participants (see Appendix)

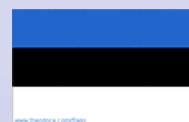
11. Acknowledgements

The Comenius 2.1 Developing Consumer Citizenship project would like to express their thanks for the assistance rendered by the Higher School of Education i Lisbon and the Office for Continued Training at the Hedmark University College during the second part of this project. We would also like to thank Mrs. Fiorella Perotto from the Comenius Office of the Socrates Program for her candid advice and encouraging support.



DEVELOPING CONSUMER CITIZENSHIP

TEACHING MATERIALS AND
LESSONS PLANS



LISBON — PORTUGAL
MAY 5—6 MAY, 2003

1. Contributions of the Portuguese team
2. Contributions of the Icelandic team
3. Contributions from the English team
4. Contributions of the Swedish team
5. Contributions of the Estonian team
6. Contributions of the Norwegian team
7. Contribution from the Lithuanian team
8. Guest contribution from Germany
9. Participants list



CONTRIBUTION OF THE PORTUGUESE TEAM



LISBON HIGHER SCHOOL OF EDUCATION

SPECIALIZED COURSE

Citizenship, Consumption, Environment and Sustainable Development

Introduction

This specialized course aims to prepare professionals to carry out tasks related to Curricular Reorganisation in Basic Education in particular, non-disciplinary curricular areas as a Project field, Education for Citizenship, and Civic Training, as laid down in Decree-Law N° 95/97 of 23 April, which regulates specialized training and the Teacher's Career Statute (Decree-Law N° 139-A/90, with alterations made to this statute in Decree-Law N° 105/97).

Rationale

In the modern world, in which globalisation is a reality; we are increasingly aware of the need for clear and well-grounded information about what is going on with regard to consumption and the environment. With this in mind, we propose the following conceptual outline for this Course: *to contribute towards a more critical awareness of concrete situations regarding the environment and the consumer, which we encounter in the society to which we belong, and to find acceptable solutions to real problems in accordance with the principles of sustainable development.*

The subject areas to be studied, as the course-name suggests, include environmental issues and their implications for Education for Citizenship and, more particularly, for Consumer Education and the furthering of individual physical and psychological balance in human beings.

The relationship between Science, Technology and Society will be ever-present in the analysis of the problems detected and the putting forward of possible solutions.

The course may be extremely useful in the new areas (Project Area, Civic Education and Education for Citizenship) and in the application of the National Curriculum for Basic Education.

Target Audience

Teachers and Educators in Basic Education (1st, 2nd and 3rd Cycles) and others involved in education and interested in the topics addressed.

Aims

- To understand the essential concepts for an accurate scientific analysis of environmental issues;
- To understand concepts related to Education for Citizenship and Consumer Education;
- To be aware of national and European legislation and rights and duties;
- To be aware of environmental threats to the Earth's ecosystem and their consequences for human beings;
- To raise consciousness in individuals with regard to their responsibility and the urgent need to solve environmental problems;
- To instil values and attitudes that will lead to a better understanding of environmental issues and their solutions;
- To apply the project methodology to concrete situations;
- To develop projects for Education for Citizenship and Consumer Education;
- To plan information sessions for the community;
- To acquire the skills necessary for positive intervention;
- To help individuals and social groups to develop a critical stance towards the problems facing society in the twenty-first century;
- To interrelate Science, Technology and Society in the current context.

Subjects:

Science and the Consumer	50 hours	2 credits
Psychology and the Consumer	25 hours	1 credit
Educating the Consumer	25 hours	1 credit
Economics and Society	25 hours	1 credit
Environment and Sustainable Development	50 hours	2 credits
Education for Citizenship	25 hours	1 credit

Seminars and Project Work	50 hours	2 credits
Total hours	250 hours	10 credits

Note: The subjects always contain a theoretical and a practical, as well as an educational and a scientific component.

General Training in Educational Sciences	Specific Training	Project/Materials
20%	60%	20%

Subject Contents

Science and the Consumer:	Evolution of Science and the Consumer Biology (basic concepts) Biochemistry (basic concepts) Organic Chemistry
Psycho-sociology of the Consumer	Historical evolution Psychological and Sociological theories in the consumer context
Consumer Education	Evolution in consumer rights and duties National and European legislation Legislation of other member states Organisation and aims of consumer Support institutions World map of consumer rights
Economy and Society	Theories of management and <i>marketing</i> Consumer society, its implications and critical attitudes

**Environment and Sustainable
Development**

Basic concepts of Ecology
Environmental education and curricula
Community programmes for
Environmental Education
Operationalization of Environmental
Education in the classroom, the school
and the community

Education for Citizenship

Principles of Education for Citizenship
and Civic Education
Theories of character training and
development of attitudes and values
Culture and preventive action

Seminars and Project Work

Development of a project for the appli-
cation of acquired knowledge to a real
problem situation, using a project
methodology, presentation, analysis and
discussion of the projects based on ways
of taking decisions/action.

Methodology

In this respect we shall begin by analysing and investigating real situations taken from actuality (newspapers, radio and television reports, Internet . . .), which will serve as the basis for our approach to the themes.

In concrete terms, the Project Methodology will be applied in the practice, starting with an analysis of authentic problems backed up by interdisciplinary scientific research, and lists of the consequences for the environment and their effects on food chains for animals and consumers. The planning of action to take, including possible solutions to the problems and ways of informing consumers, may point the way towards implementation of the research, which will be duly discussed and evaluated.

The trainers should give appropriate, in-depth support to the projects, so that they may lead to solutions to the issues raised.

Evaluation

Evaluation of each subject of the curricular component will be continuous and will include an individual assessment for participation and work (70%) and a group assessment (30%). At the end of the seminar an assessment will be of the reasoned reflection of an assignment on a particular theme, to be presented in writing and oral discussion. The seminar will count double for the final average.

Collaboration on the Course

- Lisbon Higher School of Education
- European Project for Consumer Education
- Consumer Institute

PROJECT

Objectives

- To understand to what extent an environmental problem may affect the consumer;
- To raise the consumer's awareness of the need to be selective in the products he consumes;
- To develop an attitude of conscious and participatory citizenship in the society to which he belongs.

Methodology

A project is designed according to a research methodology;

Work is based, as far as possible, on an authentic situation;

The problem situation is defined in global terms and in parts;

Explanatory hypotheses are formulated for the solution of problems;

Data is collected from the most appropriate sources (institutions, Internet, books, newspapers...);

Information essential to the solution of the problem is organised and recorded;

Data is interpreted in accordance with the hypotheses formulated;

Pupils or the population produces materials for use;

Conclusions and suggestions for change.

Strategy

a) Prompts are used (pictures, news, ...) to encourage reflection on prior knowledge.

While reflecting on this knowledge, appropriate techniques and records are used in an attempt to diagnose the conceptual and attitudinal position of the individual (concept charts, concept circles, replies to random questions, diagnostic test ...).

b) The issue chosen as the springboard for the project is defined, and subsequently follows the various phases of the research methodology.

Throughout this process, there are pauses for group and inter-group reflection.

Open feedback on the overall work carried out.

c) Presentation of the projects.

Systematization of the data from all groups with a view to objectively defining the

existing conceptual domain in relation to each assignment.

- d) Ways of actively applying the knowledge, taking into account its formation and application in the classroom, the school and the community.

Evaluation

An analysis will be made, by means of a simulated problem containing a conceptual component and methodology, of whether there has been any conceptual and attitudinal change when compared with previous knowledge as identified by diagnostic.

Work Team

Hermínia Pedro - ESELx (Coordinator)

Dulce Peneda - ESELx

Vítor Nogueira - IC

LISBON HIGHER SCHOOL OF EDUCATION

SCIENCE DEPARTMENT

Consumer Education Project

Planning of the Research Project “The Catastrophe of the *Prestige* in the Atlantic Ocean and Implications for Consumers”

Skills

- Using scientific, cultural, economic and technological know-how in the solving of problems;
- Researching, selecting and organising information to turn it into practicable knowledge;
- Using strategies and activities for the solving of problems;
- Producing appropriate materials and instruments for the research;
- Developing an attitude of conscious and participatory citizenship.

Aims

- To develop a project methodology;
- To reach an accurate definition of the problems according to concrete situations;
- To formulate hypotheses for a solution to the problems;
- To gather relevant information from various available sources;
- To distinguish between what is essential and what is secondary;
- To draft structured syntheses;
- To select strategies and activities for use by the pupils in the research area;
- To produce the necessary materials and instruments;
- To gather information through application of the instruments;
- To interpret the data;
- To construct concept charts or conceptograms;
- To disseminate the findings in a variety of ways.

General Problems

- What are the environmental and economic implications of crude oil spills in the oceans?

Specific Problems

- What may be the effects on the ecosystem of the sinking of the *Prestige*?
- Which food products might be affected?
- What general measures could be taken?
- What action the conscientious consumer can take?

Strategies

- Motivation / pupils' former ideas;
- Definition of the global and the partial issue;
- Formulation of explanatory hypotheses;
- Drafting of questionnaires and interview models for data collection;
- Application of the questionnaires and interviews to the selected sample;
- Analysis of the information and legislation on the subject;
- Organisation of the information and data analysis;
- Production of materials, protocols and descriptions of activities* to be performed;
 - Activities concerning flotation, impulsion, shipbuilding, sea currents, composition of crude, bacteria feeding on crude, analysis of product labels and chemical composition, analysis of products, fishing, food chains, what the public consumes and their priorities of choice, analysis of National and Community legislation, ...
- Interpretation of the data collected;
- Drafting of the report. Construction of concept chart or conceptogram;
- Dissemination of the findings among the community.

Materials

- Instruments for data collection;
- Interview scripts;
- Instruments for dissemination (pamphlets, posters, ...);
- Experimental protocols, description of activities ...;
- Specific materials for experiments (*kits*);
- Instruments for evaluation.

Evaluation

- Application of the evaluation instruments;
- Interim and final assessment;
- Self- and peer-assessment of the pupils;
- Evaluation of the materials and activities utilized;
- Evaluation of participants' changes in attitude.

General Framework

Consumer Education derives from individual learning and from the personal and cultural integration of the consumer function as one of a set of vital issues.

Only a critical assimilation of information, together with an awareness of the consumer's own place in society, will allow him to play an appropriate and active role, to make an accurate judgment of needs and to make wise and rational choices.

In the Educational System, Consumer Education takes the form of a cross-curricular subject. The issue of consumption is recognised, on Basic and Secondary Education curricula, through multiple references to the rights and obligations of consumers, to the environmental impact caused by consumer habits and to aspects of market operation.

Legal Provisions

It is the aim of Consumer Education to train and inform concerning consumer-related issues, particularly with regard to consumer rights and obligations, to developing critical attitudes and to informing and contributing, not only towards a sustainable development, but also towards the development of a socially cohesive society.

This aim was recognised in the Constitution of the Portuguese Republic when it laid down in Article 60 that the Consumer has a right to training and education; and in Decree-Law N° 24/96 of 31 July when it declares (in Article 3, para. C), that the Consumer has a right to consumer education and training.

In accordance with the legal provisions for consumer protection, it is the responsibility of the State to protect the rights and interests of consumers, with the backing of an educational policy, which promotes understanding of the major consumer issues.

In the educational system, Consumer Education takes the form of a cross-curricular theme applicable to different subjects, streams and levels of education.

At the Community level, the Treaty of Amsterdam (Article 153-A) sees Consumer Education as a right and as an objective to which the European Union should contribute.

School Curricula

Note: See also Consumer Education in Schools

1st Cycle (pupils 6-10 years of age)

Although Consumer Education is more conspicuous in activities performed under the heading Environment Studies, it can also appear in other areas of the 1st Cycle syllabus, due to the concern with integrated learning that is a feature of this level of education.

Themes that might be discussed:

Contents to be incorporated by the teacher:

- Bodily health (excessive consumption of sweets and soft drinks)
- Sell-by dates
- Organisations and services in the community
- Consumer outlets
- Obligatory information on products
- Receipts / bills
- Recreational facilities
- Quality of the environment
- Pollution
- Natural resources
- Buying with Euros

2nd Cycle (pupils 10-12 years of age); 3rd Cycle (pupils 12-15) and Secondary (15-18)

Consumer Education can be included across the following curricula:

- Portuguese language
- Foreign Languages
- History
- Geography
- Natural Sciences
- Physics and Chemistry
- Mathematics
- Visual and Technological Education
- Musical Education
- Physical Education
- Moral Education

- Introduction to Economic and Social Development
- Biology
- Geology, etc.

Guiding principles will include the following:

- To provide pupils with the basic knowledge to enable them to understand and evaluate current scientific and technological issues of importance to the individual and to society in general;
- To encourage personal fulfilment through the development of attitudes of autonomy, tolerance, cooperation and solidarity.

Themes to be covered by the teacher(s) include:

- Economic activity and economic agents
- Future scenarios
- The Young European Consumer and the EURO
- Science and Technology
- The Structure of the Earth
- The Earth in Danger
- Portugal: harnessing resources, realities and Utopias
- Youth and Society
- Man organising himself
- Atmosphere and Weather Changes
- Transport and Security
- Consumption and Eco-consumption, etc.

Methodologies

The main methodologies adopted by the EC are basically those underlying the proposal for Reform of the Educational System. Generally speaking, pedagogic work on consumer topics should be active, geared to action research, case studies, study visits and interdisciplinary group work.

Projects

There are three types of project:

- Actual projects or “integrated work plans”
- Research studies carried out by a consumer product aimed at the consumer

- A study carried out by the school itself.

By way of example, school projects might deal with:

- Canteen and meals
- Handicraft and traditional consumer habits
- Long live school!: young people and advertising
- Non-smokers' club / addictions
- Educating the family to buy wisely ...



CONTRIBUTION OF THE ICELANDIC TEAM



www.theodora.com/flags



**Developing Consumer Citizenship
Seminar 5-6 May 2003 Lisbon, Portugal**

Report from Iceland

Background

In 1999 a new subject, Life Skills, was added to the curriculum in primary and secondary schools. Life skills deals with everyday life and how to participate in today's society and includes self-understanding, communication, creation, lifestyle, community, environment, nature and culture. This subject has allocated time on the timetable, but schools are also encouraged to develop it as a multidisciplinary theme running through other subjects.

As Life Skills is a new school subject it is important to offer courses for in-service teachers training and in the teachers education (University of Education). It is also important to develop new teaching materials in this subject.

Consumer education is a part of the Life Skills curriculum and it is also part of other subjects such as Home Economics, Natural Sciences, Social Sciences and Mathematics.

In primary and lower secondary education (age 6 to 16, compulsory education) the school timetable is divided among the various subject in the following way:

Icelandic	19%
Mathematics	17%
Arts and crafts	11%
Foreign languages	11%
Social and religious studies	10,5%
Physical education	10,5%
Natural sciences	9%
ICT	6%
Home economics	4%
Life skills	2%

In colleges (age 16-20) Life Skills account for 3 credits out of a total of 140.

Teaching plans for teacher training

We have prepared a teaching plan for a course called *Life Skills – Consumer Education*, one course for teachers in-service and another for those studying for teaching qualifications. There is also a third course, which is an integral part of the curriculum for those studying for teaching qualifications in Home Economics.

A course for in-service teacher's training

Title

Life Skills – Consumer Education

Class level and Timeframe

A course for in-service teacher's training. The course is valued as 4 ECTS (two weeks of students work) and will be offered as distance learning for duration of 15 weeks. This course will start in autumn semester 2003.

Objectives in the Curriculum

The general objective of the course is that on completion the participant should have gained the knowledge and insight into what it is to be a consumer in a complicated and multifaceted society and be able to communicate this to their pupils.

The participant work with four of the objectives from Life skills curriculum:

- **The rights and obligations of the consumer**
Pupils should be able to use their rights and be aware of their obligations as a consumer.
- **Personal finances and society's economy**
Pupils should have basic knowledge of and skills in personal finances. They should be able to deal with and take responsibility for their own and their future family's financial situation and understand the link between personal economy and that of societies.
- **Commercial persuasion**
Pupils should gain insight into the purpose of advertising and be able to interpret, analyse and critically examine advertising images and other commercial messages.
- **Housing, clothes, prices and quality of food**
Pupils should realise that our surroundings are organised to our requirements, have knowledge of treatment and care of textiles (clothing) and be aware of different prices and quality of food and be able to make a sensible choice.

Connection to school subjects

Home Economics, Social Sciences, Mathematics and Icelandic

Local association

Information is gained from The Consumer's Association of Iceland (www.ns.is), The Iceland Automobile Association (www.fib.is), Icelandic Nutrition Council (www.manneldi.is), Iceland Household Advisory Services (www.rad.is) and Society of Icelandic Advertising Agencies (www.sia.is).

Working methods and organization

Web-CT distance learning computer program will be used. Web-CT is divided into sections i.e. lectures, reading materials, discussions, assignments and assessment. In the lecture part the teachers will select and load appropriate teaching material (from specialist's resources etc.). Reading material will be selected from books and well known databases. Mainly the participants will use the discussion part but the teacher will evaluate the activity of each individual. The group will be divided into small discussion groups that will work together, read each other's comments on the working/reading material and discuss. This part will also be used as a question and

answer session. Each participant will be expected to compose and hand in an assignment of a practical nature to use in classrooms. Assessment will be contribution to discussions, cooperation in the group and if the classroom material is appropriate.

Use of room (inside/outside), education material

Distance learning over the internet, mainly using the WebCT computer program, - no classroom based activity. Clauses of law and regulations specifically relating to content and topics of the course will be used and official reports and documents, material from data-basis and web links.

Content and Topics for discussion

Human rights and responsibilities, the rights and duties of the consumer, personal finances, commercial persuasion, housing, clothing, prices and quality of food.

Comments/evaluation

Participants will evaluate and make comments on the course at the end through a standard form used on the WebCT.

Web links, Reference Material

Consumer Education in the Nordic Countries, Tema-Nord 2000:599

UN Convention on the Rights of the Child

Promoting Consumer Education in Schools by Grada Hellman 1999

Nice-Mail

Consumer Handbook publ. The Consumer's Association of Iceland (www.ns.is)

The Consumer's Association of Iceland (www.ns.is)

The Iceland Automobile Association (www.fib.is)

Icelandic Nutrition Council (www.manneldi.is)

Iceland Household Advisory Services (www.rad.is)

Society of Icelandic Advertising Agencies (www.sia.is).

Icelandic Parliament www.althingi.is

An elective course in teacher's education

Title

Life Skills – Consumer Education

Class level and Timeframe

An elective course for teacher's education. The course is valued as 4 ECTS (two weeks of students work) and is offered in spring semester 2003 for duration of 15 weeks.

Objectives in the Curriculum

The general objective of the course is that on completion the participant should have gained the knowledge and insight into what it is to be a consumer in a complicated and multifaceted society and be able to communicate this to their pupils.

The participants work with four of the objectives from Life skills curriculum:

- **The rights and obligations of the consumer**
Pupils should be able to use their rights and be aware of their obligations as a consumer.
- **Personal finances and society's economy**
Pupils should have basic knowledge of and skills in personal finances. They should be able to deal with and take responsibility for their own and their future family's financial situation and understand the link between personal economy and that of societies.
- **Commercial persuasion**
Pupils should gain insight into the purpose of advertising and be able to interpret, analyse and critically examine advertising images and other commercial messages.
- **Housing, clothes, prices and quality of food**
Pupils should realise that our surroundings are organised to our requirements, have knowledge of treatment and care of textiles (clothing) and be aware different prices and quality of food and be able to make a sensible choice.

Connection to school subjects

Home Economics, Social Sciences, Mathematics and Icelandic

Local association

Information is gained from The Consumer's Association of Iceland (www.ns.is), The Iceland Automobile Association (www.fib.is), Icelandic Nutrition Council (www.manneldi.is), Iceland Household Advisory Services (www.rad.is) and Society of Icelandic Advertising Agencies (www.sia.is).

Working methods and organization

The timetable for this course is 32 sessions each lasting 45 minutes. The time is divided into lectures and discussions. Specialist guest-lecturers are invited. Students complete assignments that are presented and are discussed in the class. Reading material is selected from journals, books and well-known databases. Assignments will be assessed.

Use of room (inside/outside), education material

Lectures are given in a classroom. Legal clauses and regulations specifically relating to content and topics of the course will be used, as will official reports and documents, material from databases and web links.

Content and Topics for discussion

Human rights and responsibilities, the rights and duties of the consumer, personal finances, commercial persuasion, housing, clothing, prices and quality of food.

Comments/evaluation

Participants will evaluate and make comments on the course at the end through a standard form send to them by e-mail.

Web links, Reference Material

Consumer Education in the Nordic Countries, Tema-Nord 2000:599
Promoting Consumer Education in Schools by Grada Hellman 1999
Nice-Mail
Consumer Handbook publ. The Consumer's Association of Iceland (www.ns.is)
The Consumer's Association of Iceland (www.ns.is)
The Iceland Automobile Association (www.fib.is)
Icelandic Nutrition Council (www.manneldi.is)
Iceland Household Advisory Services (www.rad.is)
Society of Icelandic Advertising Agencies (www.sia.is).
Icelandic Parliament www.althingi.is

A course in Home Economics teacher's education

Title

Consumer Education and protection of the environment

Class level and Timeframe

A course in Home Economics teacher's education. The course is valued as 4 ECTS (two weeks of students work) and is offered in spring semester 2003 for duration of 15 weeks.

Objectives in the Curriculum

Consumer education and protection of the environment in the Home economics curriculum. After finishing the course the participants should have gained the knowledge and insight into these topics so they can use them in daily life inside school and as a multidisciplinary theme running through other subjects.

Connection to school subjects

Life Skills, Social Sciences, Mathematics and Icelandic

Local association

Information is gained from The Consumer's Association of Iceland (www.ns.is), The Iceland Automobile Association (www.fib.is), Icelandic Nutrition Council (www.manneldi.is), Iceland Household Advisory Services (www.rad.is) and Society, Icelandic Advertising Agencies (www.sia.is) and Environmental and Food Agency of Iceland (www.umhverfisstofnun.is).

Working methods and organization

The timetable for this course is 32 sessions each lasting 45 minutes. The time is divided into lectures and discussions. Specialist guest-lecturers are invited. Students complete assignments that are presented and are discussed in the class. Reading material is selected from journals, books and well-known databases. Assignments will be assessed.

Use of room (inside/outside), education material

Lectures are given in a classroom. Legal clauses and regulations specifically relating to content and topics of the course will be used, as will official reports and documents, material from databases and web links.

Content and Topics for discussion

- The importance of consumer education
- Those parties in Iceland who work in the field of consumer issues,
- Laws and regulations regarding consumer issues,
- Factors that influence patterns of consumption (this does not only include food habits but consumption in general),
- Pricing, value and savings,
- Making financial plans,
- Household budgeting,
- Organised shopping,
- Eco-friendly products and eco-labelling,
- Separation of waste for recycling,
- Use of paper,
- Issues regarding the built environment
- Ergonomics and the working environment
- Accidents at home, in school and in the society and how they can be prevented

Comments/evaluation

Participants will evaluate and make comments on the course at the end through a standard form send to them by e-mail.

Web links, Reference Material

Consumer Education in the Nordic Countries, Tema-Nord 2000:599

Promoting Consumer Education in Schools by Grada Hellman 1999

Nice-Mail

Consumer Handbook publ. The Consumer's Association of Iceland (www.ns.is)

The Consumer's Association of Iceland (www.ns.is)

The Iceland Automobile Association (www.fib.is)

Icelandic Nutrition Council (www.manneldi.is)

Iceland Household Advisory Services (www.rad.is)

Society of Icelandic Advertising Agencies (www.sia.is).

Icelandic Parliament www.althingi.is

Enironmental and Food Agency of Iceland (www.umhverfisstofnun.is)

24th march 2003

Brynhildur Briem, Kolbrun Sigurdardottir og Ragnhildur Gudjonsdottir



CONTRIBUTION OF THE ENGLISH TEAM



COMENIUS PROJECT ON CONSUMER CITIZENSHIP

LISBON CONFERENCE

MAY 5- 6 2003

**PRESENTATION BY
HILARY CLAIRE**

**FACULTY OF EDUCATION
LONDON METROPOLITAN UNIVERSITY
HOLLOWAY ROAD
LONDON N7 8DB**

h.claire@londonmet.ac.uk

During the past year I have been able to teach about consumer education to three different cohorts of students training to be primary teachers.

B.Ed Yr 4 students	Two sessions: dealing with teaching controversial issues and the teachers' role and including a lecture on consumer education with follow up group work
B.Ed. Yr 3 students	One session, largely devoted to controversial issues and including a few activities which related specifically to consumer ed
PGCE Primary Students on a one year course.	Two sessions: one lecture mainly devoted to Citizenship, but including references to Citizenship Ed, followed by a workshop in which students considered Consumer Ed along with other Citizenship issues.

The content of the Lecture on Consumer Education follows below and the activities and handouts given to the students.

What is consumer education?

Lecture given to final year B.Ed primary students

November 27th 2002

CONSUMER EDUCATION IS ABOUT ANYTHING THAT WE CONSUME IN OUR LIVES, WHETHER OR NOT WE PAY FOR IT OUT OF OUR OWN POCKETS.

CONCEPT 1 – WANTS AND NEEDS

CONCEPT 2 – RIGHTS

CONCEPT 3 – CONNECTIONS – WANTS, NEEDS AND WHO PAYS

CONCEPT 4 – PRODUCTION AND THE CONSUMERS – ADVERTISING

CONCEPT 5 – PRODUCERS, CONSUMERS AND THE ENVIRONMENT

CONCEPT 6 – CONSUMPTION AND THE WIDER WORLD – GLOBALISATION

CONCEPT 7 – CONSUMPTION AND ETHICS

- How to spend your money sensibly – value for money – how would you know?
- Your rights as a consumer – knowledge and personal skills to demand them assertively and effectively
- Learning about diet and healthy living
- Safety issues about the things you use, work with and buy
- Learning about waste and recycling
- Understanding how advertising works and being able to discriminate & avoid manipulation
- Starting to understand something about how the economy works – where does the money come from to pay for the things we need, want and seem to get ‘free’

The National Health Service
State schools
The police service and fire service
Roads, street lighting, rubbish collection

- What should we pay for at source – Schools? Museums? Parking?
- What should come out of taxes?
- What is a fair way to tax people?
- Learning about direct and indirect taxes –
- How direct and indirect taxes affect the rich and the poor differently
- Choices -
 - the lottery - (choice)
 - tax on cigarettes - direct (choice)
 - income tax – direct (no choice)
- What about loans, interest, credit and debit cards – at the personal level – personal budgets
(primary school is probably too early to think about World Bank and IMF funding!)
- How should the government prioritise what it uses our money for – what do we WANT and NEED as citizens?
 - defence,
 - education,
 - health,
 - support for other countries
- Learning about how consumption issues affect the environment
 - in our country
 - in other countries that produce what we consume
- Learning about how consumption in the rich ‘developed world’ links with the lives of producers in the ‘developing world’ (globalisation)
 - Free trade zones
 - Workers conditions- particularly gender and children

- Considering and starting to make value judgements about ethical issues to do with consumption, production, advertising.

GM foods

Animal rights – battery farming, export of live animals

Group work in the session followed the lecture.

1. Considering how the concepts discussed in the lecture related to the classroom.

Students were given handout 1 headed '*What's the difference between Consumer Education and Consumer Citizenship?*' and asked to fill in the grid. An example was provided for each column to get them started.

2. Group work on scenarios - handout 2

Students were in self chosen groups of 3 - 4. The scenarios below were part of a broader range which did not deal with consumer issues, but were broadly controversial (eg involved dealing with homophobia, racism or sexism, differences of opinion about animal rights, views on the Turner Prize - a controversial art award).

The students had roughly 20 minutes to consider their responses to the scenarios in their groups and we spent another 30 minutes roughly taking feedback and discussion. This included the full range of scenarios, including those noted above.

3. PGCE Primary on a one year teacher education course

These students were introduced to Consumer Citizenship as part of a longer session on Citizenship Education.

These students had a short lecture (without the full detail on consumer issues and concepts outlined in the first part of this paper) and moved into group work. One of the activities was 'What do we want and what do we need?' on Handout 3.

4. Workshop with Primary Yr 3 B.Ed students on 'wants and needs'

These students had a short introduction to the relevance of Consumer Citizenship within the Citizenship Guidance for KS1 and KS2 in the English school system. This will be followed up next year when they are final year students, when I will go into more depth about concepts and issues.

After the short introduction students worked in groups of 3 - 4 on the activity 'Wants and Needs' (see photocopies which will be distributed at our workshop in Lisbon).

I intend to play this game with our group!

Handout 1 for group work

What's the difference between

Consumer EDUCATION and Consumer CITIZENSHIP?

**A DEFINITION FROM THE EUROPEAN 'COMENIUS' PROJECT ON
CONSUMER CITIZENSHIP**

April 2002

Discussion

Collaboration

Concern with ethics and social responsibility

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 personal needs and well being.

We would like to help our pupils develop the following with respect to consumer citizenship and education

Attitudes	Skills	Knowledge
<i>Eg. Care for the environment</i>	<i>Eg being able to sort wants and needs</i>	<i>Eg knowing about where goods come from</i>

Handout 2 - group work on scenarios dealing with consumer issues

- Choose ONE of the following scenarios. The last set are most relevant to Key Stage 2 and to geography subject specialists.
- Using the 4 points below as your framework, discuss your chosen scenario/issue in your group and produce a diagram of ideas to present to the whole group

1. What's the controversy (or potential controversy) here? – Try and be succinct eg – this is about sexism, or this is about individualism vs responsibility in a wider context.
2. What management issues might I face – including confrontations, hurt feelings, self esteem issues?
3. What are the range of issues that we want to bring out – different perspectives, points of view, factual information etc. – draw up a chart if you like?
4. How will you take this forward in a practical context?

Key Stage 2/Geography Specialists

Globalisation and our wider responsibilities as consumers

Your class has started to research these issues on the web and has found a number of useful websites/perspectives. You are aware however, that the information they have obtained does not represent the full range of views, including how some of the children (and/or their parents) may feel about the issues. You are keen to avoid indoctrination, and to promote genuine research and thought. You need to plan your next session(s). Use points 1-4 from the top of the page to develop your ideas.

If you choose this scenario, please come and get the handouts about the Free Trade Zones and the Price Crisis for Coffee.

Coffee/Starbucks

Free Trade Zones: Nike/Tommy Hilfiger/Gap

Handout 3 Activity for PGCE primary students

This activity - relating specifically to consumer citizenship, was just one of several activities in which students considered a variety of issues within citizenship education.

Activity one 'What do we want and what do we need?'

Broad areas of work: social and moral education, consumer citizenship

Processes, skills, attitudes and values

- ⊗ Collaboration
- ⊗ Making values explicit
- ⊗ Negotiation
- ⊗ Communication of points of view
- ⊗ Opportunities for work about other societies' needs and values

Individually, write down five things that you want and five things that you need

Share in groups of four

Decide on the five of each set that you will include in your joint list

Now, in your group of 4, rank both the wants and needs lists

As a group discuss the reasons for ranking and make some notes which you can share with the larger group

Discuss in your group : what influenced our choices and values?

Make a poster of your ranked list with a note next to each, explaining the issues you discussed in deciding what to include and why (for example, luxuries, basic needs, cultural preferences, symbolic things).

Put your posters up round the room for everyone to read.

Handout 4 given to all students

**AN OUTLINE OF KNOWLEDGE, SKILLS AND VALUES
RELATED TO CONSUMER EDUCATION.**

1. Knowledge and understanding

Rights

Responsibilities

Product information (eg knowing what the constituents are in packaged goods)

Life cycle of production - consumption (including pollution, efficiency, 'green' approaches)

Media - advertising

Appreciation of probabilities of harm (eg eating beef)

Financial services and budgeting

Global connections

2. Skills and behaviour

Being able to deal with controversy

Interpret product information

Decision making

Assertive and appropriate action (eg if consumer rights contravened)

Financial skill and budgeting

3. Values

Ethical issues related to trade, production and consumption

Ethical issues related to advertising

Appreciation of one's place in production/marketing/consumption cycle

Sustainability

Drink Coffee? Read This
Michelle Chihara, AlterNet
September 20, 2002

THE PRICE CRISIS FOR COFFEE

Since the arrival of the venti half-caf latte in the '90s, Americans have gotten used to the idea of the \$3 (or more) cup of coffee. Designer coffee is still booming -- Starbucks Coffee company profits totalled \$181 million in fiscal 2000, and the company now has 5,688 locations from Indonesia to Spain to the U.S.

But the tide of expensive lattes has not lifted all boats. North America's morning Joe sits atop a growing crisis, according to Oxfam America, which has just released a report entitled "Mugged: Poverty in Your Coffee Cup," detailing the scope of the global coffee crisis.

The farmers and workers who actually grow coffee beans in regions from South America to Vietnam are faced with the lowest prices in years, prices that do not cover their costs. Farmers are slipping into dire poverty, pulling their children out of school, unable to afford medicine and struggling to eat.

Mass coffee farming practices are also destroying rainforest ecosystems.

Two campaigns, one by Oxfam America and one spearheaded by the Organic Consumers Association, agree on the problem if not the solution. Both see an international humanitarian and environmental crisis. Both encourage consumers to demand Fair Trade certified coffee whenever they buy coffee.

STARBUCKS

The two campaigns diverge when it comes to Starbucks. Oxfam America is going after the coffee giants Kraft (Maxwell House), Procter & Gamble (Folgers), Nestlé (Nescafé) and Sara Lee (Real Coffee).

The big transnationals are certainly ahead of Starbucks, as bulk buyers of beans. And they have shown a relatively complete indifference to the plight of small farmers, as coffee prices fall and corporate profit margins go up.

Oxfam, in other words, is targeting the big fish. Besides demanding better prices for the small farmers, Oxfam is demanding that the coffee giants and rich country governments help fund the destruction of at least five million bags of coffee stock, in order to help stabilize the price. They also want the companies to create a fund to help poor farmers find other ways to make a living, so that they will be less dependent on one volatile commodity.

Sustainable is still the buzzword. Oxfam, Starbucks and the Ford Foundation entered into a pilot program to help support small farmers using sustainable techniques in Oaxaca, Mexico in July.

"Starbucks is stepping up to the plate in a lot of ways, so we don't apologize for applauding them," Smith says. She points out that Starbucks counts for less than 1 percent of the coffee market, so "we're going after the big guns, we want all organizations to be responsible corporate citizens."

But the Organic Consumers Association says Oxfam has got it all wrong, and that by giving Starbucks its support, Oxfam is helping Starbucks "greenwash" its image. The giants are relatively unabashed about their disregard for the environment and labor, says Ronnie Cummins, OCA's director. "Just look at their behavior for the past 20 or 30 years."

Starbucks, however, incorporates social and environmental responsibility into its brand and its corporate image. Chains like Starbucks, with its colorful brochures about giving back to the community and the environment, "have a customer base of people who are really concerned," says Cummins. "Before we can take on the coffee cartel and kick canned coffee off the shelves, period, we need to deal with a large and rapidly growing company that claims to be environmentally and socially responsible, and its 20 million customers who actually kind of believe that."

Starbucks talks the talk but does not walk the walk, Cummins says.

"CEO Orin Smith admitted in the Chicago Tribune that less than one tenth of one percent of total sales of Starbucks was Fair Trade certified. So why have these brochures out everywhere talking about how great you are? If you didn't then maybe you wouldn't have pissed us off so much."

And fair trade coffee is just the beginning. The OCA also wants Starbucks to stop using any and all genetically modified and non-organic products, from soy lecithin and sweeteners in its pastries to milk. "For two years now, they've admitted that 80 percent of the 32 million gallons of milk comes from dairies where cows are injected with bovine growth hormone," Cummins says. "It's price; the bottom line is that tainted milk in America is a lot cheaper than organic milk."

The OCA is marshaling thousands of volunteers in 300 cities worldwide to hand out leaflets outside Starbucks between Sept. 21 and 28. Their aim is to educate Starbucks' millions of customers, so that those customers will in turn pressure the chain.

A spokeswoman for Starbucks confirmed that only 1% of Starbucks coffee is Fair Trade, but cited the company's partnership with Oxfam and the farmers coalition in Oaxaca among other examples of Starbucks' corporate citizenship. "Fair trade is one area that addresses the livelihood of the farmers," she says. "There are a number of other things that we're doing." Long term contracts, which reduce volatility, were up from 3% of contracts

to 31%, this year and Starbucks has also created a point system intended to reward farmers who meet certain environmental and sustainable criteria.

Starbucks or not, coffee farmers are suffering, and both campaigns this week are aimed at helping them.

For more information about the OCA Frankenbucks campaign, and to learn more about Fair Trade coffee, go to <http://www.organicconsumers.org/starbucks/>

For more information about Oxfam's Make Trade Fair campaign, go to: MakeTradeFair.com

Handout 6 given to students working on 'Globalisation issues' activities

GLOBALIZATION, FREE TRADE ZONES AND POVERTY IN THE DEVELOPING WORLD

WOULD YOU BUY CHEAP GOODS MADE IN SRI LANKA?

Sri Lanka is a textbook example of the way globalisation can cause poverty and violence, as Sarah Lowe found out when she talked to Sri Lankan activist Sarath Fernando. Sri Lanka once boasted among the lowest poverty and highest literacy rates in Asia. Most people lived on the land, cultivating rice and other food crops. Life expectancy was high, and there were no extremes of rich or poor, even in rural areas. Everything changed in 1977. A newly-elected government decided to follow the path of industrialisation taken by "economic miracle" countries like South Korea and Singapore. To attract foreign investors, they needed to build harbours, airports, dams and roads. The government took out massive loans from the World Bank, International Monetary Fund and Asian Development Bank.

The conditions of these loans were that sweeping changes be made to Sri Lanka's political and economic systems. Sri Lanka began shifting resources, Sarath says, "Away from looking after the poor to subsidising the rich." Sri Lanka's free, high quality education and health care systems were whittled down to the point where, Sarath says, "You now can't get treatment at a government hospital, and many young people have to get private tuition".

The government started up free trade zones, offering foreign investors five tax-free years, which has gone up to twenty years in some industries.

Investors also wanted cheap labour, Sarath says.

"We have always had a strong trade union movement, which had to be suppressed." In 1980, after a general strike calling for a small wage increase, 100,000 workers were sacked in a single day. Sri Lanka's government became less and less democratic, giving all executive powers to its President and violently suppressing unions and political opposition. Rural poverty increased sharply - the biggest increase in a 20-year period out of 114 countries, according to an early 1990s study. Subsidies to poor, small farmers were stripped back, while crop prices plummeted as a result of foreign imports flooding the markets. **A million rice farmers are now forced to sell their produce at a loss, driving them into debt to banks and money-lenders. As a result, Sarath says, "Many have to sell their land, educate their children less and cut down on the food they eat. Sixty percent of children under five are now malnourished. Never in Sri Lanka's history have we had that degree of malnutrition. We were not a rich country, but people had basic nutrition and a simple way of living. All that has now changed."**

People whose families have lived on the land for generations are being pushed

into the cities - not because there are more opportunities, but because village life is becoming impossible. "Some jobs are available in the army," Sarath says, "So you can go and get killed. **Or for women there are the garment factories - very bad conditions for low wages - large plantations, or positions as exploited migrant workers in the Middle East. In the free trade zones I have seen perhaps 30 or 40 women living in two-room houses as boarders, sleeping in shifts.**"

Globalisation is also causing cultural breakdown, Sarath says. "Since globalisation, young people dream of a different kind of life - being able to buy telephones, televisions, radios. They cannot afford these things, but they aspire to them.



CONTRIBUTION OF THE SWEDISH TEAM



Title	Young consumers I: Sweets
Class level and timeframe	Teacher students in Home and consumer studies. A period for 3 weeks. For the students about 1 week actual working-hours including lessons, teamwork and presentation.
Objectives in the Curriculum	The students should develop the ability to make choices, to manage practical activities in the household and to reflect on the consequences of consumer's choices and habits. Further, they should get deeper knowledge about the relation between young consumers behaviour and young consumers identity, lifestyle, financial behaviour, consumer protection, advertising. Questions related to ethics, environment and gender will be highlighted.
Connection to school subjects in the National Curriculum	Home and consumer studies: The goals to aim for say that the subject provides both knowledge of and experience in making different decisions and choices in a household. Home and consumer studies develops the ability to evaluate and manage the increasing flow of information and advertising, makes the pupils familiar with their right as consumers and makes them able to evaluate different kinds of information. Furthermore pupils learn to plan their finances on the basis of their own recourses and to act in accordance with well-considered decisions. Cooperating possibility with both social and natural science subjects. See national Syllabi in Swedish and English on: www.skolverket.se
Local association	
Working methods and organization	The project starts with one lesson about consumer behaviour, in particular young consumers. Then the students divided into teams (4-6 persons). The teams get instructions to study young consumer's (10-16 years old) habits and situation at the market by focusing on sweets. Further, they make sweets on their own and compare with the ones available in the shops, prices, ingredients, ethics, environment, health, hygienic and make sensory tests. After one week the students get two lessons about marketing effects and private financial and consumer rights. The project was examined by an oral presentation including an exhibition of sweet-comparison and a written report.
Use of room (inside/ outside), education material	Ordinary classroom, internet access, and an institutional kitchen. The students were told to bring all ingredients and to buy sweets for tests and exhibition. The local market has been defined as supermarkets and some hops specialized at sweets. Course books as listed.

<p>Content and Topics for discussion</p>	<p>Focusing on sweets when studying young consumers and their situation at the market have given a broad description of different perspectives and knowledge about the observance of laws and regulations which means in this project to be familiar with consumers rights to get information and safe products. This project have given the students information about young consumers pattern and of the meaning of how gender, different housing area, tow or country, price and so on gives different results.</p> <p>One team focused on sweets “Pick and mix”. They have studied shops around two schools in Uppsala city and around one school in the countryside. Their aim was to know more about young consumers consumption of sweets: what kind of sweets do they buy, how muck money do they spend at each time, at what time do they go to the shop, are there any differences between girls and boys and finally, what’s the reason for buying sweets.</p> <p>The results say that most of the children buy “Pick and mix” sweets in shops just around the schools all over then school day. Both in the city and at the countryside there often are big offers of “Pick and mix” sweet just around schools. The results indicate that children today have their own money to buy sweets or soft drinks all days a week. It’s common that they have a Swedish twenty kronor bill (approximant 2 euro) and if the price is for example 16 SEK it’s very common that they take some more and then pay with the 20 kronor bill. But there are even those who buy sweets for just few SEK. Furthermore, the results indicate that you can’t find any differences between girls and boys. In this survey the student’s can’t answer the question about the reason to buy sweets because in this small survey no interviews were made. The method at the field studies have been observation and talking to the staff in the shops.</p> <p>The results say that homemade sweets are not cheaper than the “Pick and mix” but in the homemade sweets you know all the ingredients. Further, making sweets on your own can be a fun social activity in the family or in the peer group, and doing things together can bring both health and well-being in the family.</p>
<p>Comments</p>	<p>The teacher finds this method, mixing theory and practice, interesting. A method where both lessons, teamwork, field studies, searching for reference material and facts, practical work, testing, comparing homemade and bought sweets have been a very good method for learning. Also the students say that they find this method very good. Especially it gives them good positions to understand the complexity of being a young consumer. In the evaluation the students say that methods like this can be used in the Compulsory school at same time as it is a very good method in teacher training.</p>
<p>Web links, reference material</p>	<p>www.konsumentverket.se www.skolverket.se www.slv.se www.cloetta.com www.malacilleaf.com</p>

UNGA KONSUMENTER, 5 poäng
YOUNG CONSUMERS, 7,5 ETCS-credit:

Barnombudsmannen (2002). Upp till 18. www.bo.se

Brembeck, Helene (red) (2001). *Det konsumerande barnet*. Göteborg: Etnologiska Föreningen i Västsverige. (220s)

Bjurström, Erling (1991). *Livsstilsreklam – vad är det?* Stockholm: Konsumentverket. Rapport 1990/91:3. s.14-21. (8s) *

Ekström, Karin/Forsberg, Håkan (1999). *Den flerdimensionella konsumenten – en antologi om svenska konsumenter*. Kungälv: Tre böcker AB. s. 7-22, 81-102. (36s)

Jarlbro, Gunilla (2000). *Barn och reklam*. Stockholm: Konsumentverket.(26s)

Jarlbro, Gunilla (1994). *Ungdomar tolkar reklam*. Stockholm: Konsumentverket Rapport: 2001:03. Stockholm. (40s)

Johansson, Barbro (red) (1996). *Postmodern barndom*. Göteborg: Etnologiska Föreningen i Västsverige. s.7-19, 22-48, 205-298.(131s)

Konsumentverket och Koopi (1999). *Ekonomi i stort och smått en bok för lärarutbildningen i hushållens ekonomi*. Stockholm: Konsumentverket. 167-181. (14s)*

Konsumentverket (2000). *Konsumentguiden: Din rätt som konsument*. Stockholm s.10- 23, (13s)*

Konsumentverket (2002). *Konsumenträtt, Hushållens ekonomi, Reklam, Kommunal konsumentverksamhet och Råd och Rön*. www.konsumentverket.se

Lönn, Tomas/Olofsson, Anna (1997). *Morgondagens konsument*. Uppsala: Konsultförlaget, Publiching House. (75s)

Samuel, Ulla (2001). *Veckopengen IV*. Stockholm: Institutet för privat ekonomi (2001). (28s)*

Sonesson, Inga (1996). *Barn och konsumtion*. Forskningsrådsnämnden. Rapport 99:6 (80s).*

SOU 2001:55 *Barn och ungdomars välfärd*. Valfärdskommitténs betänkande. Kap 3. Ekonomiska och materiella resurser. (28s).

Sveriges konsumentråd (2001). *Barn och marknadsföring*. Stockholm.(25s)*

Sveriges konsumentråd (2001). *Om barn och reklam*. www.barnreklam.se

Wesslén Annika (2000). Tonåringars värderingar och attityder till mat. *Svenska Etnologisk Tidskrift Kulturella Perspektiv* nr 3. s 46-52.(7s)*

Title	Young Consumer II: Snacks between meals.
Class level and timeframe	Teacher students in Home and consumer studies. A period for 3 weeks. For the students about 1 week actual working-hours including lessons, teamwork and presentation.
Objectives in the Curriculum	The students should develop the ability to make choices, to manage practical activities in the household and to reflect on the consequences of consumer's choices and habits. Further, they should get deeper knowledge about the relation between young consumers behavior and young consumers identity, lifestyle, financial behavior, consumer protection and advertising. Questions related to ethics, environment and gender would be highlighted.
Connection to school subjects in the National Curriculum	Home and consumer studies: The goals to aim for say that the subject provides both knowledge of and experience in making different decisions and choices in a household. Home and consumer studies develops the ability to evaluate and manage the increasing flow of information and advertising, makes the pupils familiar with their right as consumers and make them able to evaluate different kinds of information. Furthermore pupils learn to plan their finances on the basis of their own recourses and to act in accordance with well-considered decisions. Cooperating possibility with both social and natural science subjects. See national Syllabi in Swedish and English on: www.skolverket.se
Local association	
Working methods and organization	The project starts with one lesson about consumer behavior in particular young consumers. Then the students divided into teams (4-6 persons). The teams get instructions to study young consumer's (10-16 years old) habits by studying young consumers buying snacks between meals defined to youth centre and local sport clubs. After one week the students get two lessons about marketing effects, private financial and consumer rights. The project was examined by an oral presentation including an exhibition of snacks between meals and a written report.
Use of room (inside/ outside), education material	Ordinary classroom, internet access and an institutional kitchen. The students were told to bring all ingredients for the exhibition. Local youth centre and local sport clubs. Course books as listed.
Content and Topics for discussion	To study young consumer's behaviour by focusing on snacks between meals have given a broad description of different perspectives on young consumers. Knowledge about the observance of laws and regulations, which in this project means to become familiar with consumer's rights to get information and safe products. This project has given knowledge about what young people regard as

	<p>snacks between meals. Further, it has given the students information about young people's patterns of consumption. The results say that snacks between meals can be all from a soft drink and a cake or sweets to fast food.</p> <p>One team focus on sports centres. They studied three different sports centres and observed what the cafeteria offered, the choices of the young consumers, and the consumption of snacks, what kind of snacks do they buy, how much money do they spend each time, are there any differences between girls and boys and what's the reason for buying snacks. The result indicates that when young people buy snacks most of them buy sweets and soft drinks even if sandwiches and fast food are available. Further, no differences were found between girls and boys when you look at what kind of snacks they are buying, but there is a big difference when you look at how girls and boys act. Girls seem to have more influence on each other. If one or two girls in a group buy something to eat, the rest of the group do the same. Girls are mostly sitting in small groups, either all of them eat something or none of them. When boys are sitting together some of them can eat or drink something and some of them don't. Boys are drinking more soft drinks than girls. In this survey the students didn't find any fruits for sale.</p> <p>The results indicate that most of the young people (10-16 years old) don't bring their own snacks, and that they do have money to buy snacks. At all the three sports centres the students visited, a riding-school, a tennis-school and one sports hall, the young consumers bought for around 20 – 30 SEK (approximant 2-3 euro) two to three times a week, which means around 250 SEK (approximant 25 euro) per month.</p> <p>In this survey the students can't answer the question about the reason to buy snacks because they did not do any interviews. The team discussed possible reasons, for example that some young girls or boys buy snacks because they want to be a part of a special group sitting and being together with the others. The method used at the field studies was observation and talking to the staff at the sports centres.</p>
Comments	<p>The teacher finds this method, mixing theory and practice, interesting. A method where both lessons, teamwork, field studies, practical work, searching for reference material and facts have been a very good method for learning. The students say that they find this method very good. It gives possibility to understand the complexity of being a young consumer. In the students evaluation they say that a method like this can be used in the Compulsory school at the same time, as it is very suitable for teacher training.</p>

UNGA KONSUMENTER, 5 poäng
YOUNG CONSUMERS, 7,5 ETCS-credit:

Barnombudsmannen (2002). Upp till 18. www.bo.se

Brembeck, Helene (red) (2001). *Det konsumerande barnet*. Göteborg: Etnologiska Föreningen i Västsverige. (220s)

Bjurström, Erling (1991). *Livsstilsreklam – vad är det?* Stockholm: Konsumentverket. Rapport 1990/91:3. s.14-21. (8s) *

Ekström, Karin/Forsberg, Håkan (1999). *Den flerdimensionella konsumenten – en antologi om svenska konsumenter*. Kungälv: Tre böcker AB. s. 7-22, 81-102. (36s)

Jarlbro, Gunilla (2000). *Barn och reklam*. Stockholm: Konsumentverket.(26s)

Jarlbro, Gunilla (1994). *Ungdomar tolkar reklam*. Stockholm: Konsumentverket Rapport: 2001:03. Stockholm. (40s)

Johansson, Barbro (red) (1996). *Postmodern barndom*. Göteborg: Etnologiska Föreningen i Västsverige. s.7-19, 22-48, 205-298.(131s)

Konsumentverket och Koopi (1999). *Ekonomi i stort och smått en bok för lärarutbildningen i hushållens ekonomi*. Stockholm: Konsumentverket. 167-181. (14s)*

Konsumentverket (2000). *Konsumentguiden: Din rätt som konsument*. Stockholm s.10- 23, (13s)*

Konsumentverket (2002). *Konsumenträtt, Hushållens ekonomi, Reklam, Kommunal konsumentverksamhet och Råd och Rön*. www.konsumentverket.se

Lönn, Tomas/Olofsson, Anna (1997). *Morgondagens konsument*. Uppsala: Konsultförlaget, Publiching House. (75s)

Samuel, Ulla (2001). *Veckopengen IV*. Stockholm: Institutet för privat ekonomi (2001). (28s)*

Sonesson, Inga (1996). *Barn och konsumtion*. Forskningsrådsnämnden. Rapport 99:6 (80s).*

SOU 2001:55 *Barn och ungdomars välfärd*. Valfärdskommitténs betänkande. Kap 3. Ekonomiska och materiella resurser. (28s).

Sveriges konsumentråd (2001). *Barn och marknadsföring*. Stockholm.(25s)*

Sveriges konsumentråd (2001). *Om barn och reklam*. www.barnreklam.se

Wesslén Annika (2000). Tonåringars värderingar och attityder till mat. *Svenska Etnologisk Tidskrift Kulturella Perspektiv* nr 3. s 46-52.(7s)*

Title	Project – Towards the Agenda 21 vision
Class level and timeframe	Teacher students in Home and Consumer Studies 2 weeks
Objectives in the Curriculum	The student shall develop the ability to make choices and carry out practical activities in the household and reflect on the consequences of these choices from a human ecology perspective. They shall gain deeper knowledge about the relations between the family, the human built-, social and cultural environments as well as the natural physical - biological environments.
Connection to school subjects	Home and Consumer Studies. One of three overall aims is to be able to meet changes, take responsibility and act on the basis of knowledge of the interaction between households, society and nature. Another aim is to create a preparedness for living and acting together in a diverse society. And the goal to aim for- develop their understanding and a permanent interest in how activities in the household interact with health, economics and the environment, both locally and globally. There are many possibilities for cooperation with science studies and social studies.
Local association	Guided tour at the Local Agenda 21 exhibition and at the sewage treatment works. Oral information from two of the biggest everyday supermarket chains in Sweden about their environment policy. Every team did two field studies concerning their own project and some of them did interviews
Working methods and organization	Before the project start the students study Human ecology theory, different thinking about ethics according to natural environments and the cycle of the nature, variation and change in the families/households and about job sharing in the family and about cooperative learning. The students are grouped into teams (4-6persons) and they practice the method cooperative learning. Each team examine activities in the family by focusing on one materiel resource as food, water, textiles, wastes etc. The team first creates a fictitious family (certain living conditions and members). They ask questions with help of the Human Ecology Theory and study their family during a certain period of time. The team study the interactions between the family, the society and the nature, also conflicts of interests within the family and the society and the pattern of family actions. Examination consists of an oral presentation and a written report. During the oral presentation the students in practical action show different choices the family can make.
Use of room education material	Ordinary classroom, internet access and an institutional kitchen. Basic education material for each theme is available. The team are told to add new and to remove old material.

<p>Content and Topics for discussion</p>	<p>Which conflicts are within “the families” according to food, water and waste?</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. The daughter has gained deeper knowledge about garbage reclamation through a field study to the big local refuse tip and wishes that all the family act in amore environmentally friendly manner by sorting out the garbage and buying more consciously. The mother agrees but not the father... 2. Another daughter had learned in school about the importance of saving our natural environment and demanded that her family to buy only ecological or environmentally friendly products 3. A third daughter demands to drink only bottled water... <p>What are the processes by which “the families” function and adapt both internally and to the environmental issues, for example the local agenda 21 vision?</p> <p>That learning is an essential part of the process became very clear in the students reports. To detect, select and compare information about these daily resources we use without reflecting made them many times excited. To gain knowledge of ecological products by visiting a farm, a diary, shops etc. made the students understand the complex relations between these environments and the consumer/ family. Focusing on one very important foodstuff in Sweden, milk, made the students reflect on the importance of many actions and decisions in the family everyday life.</p> <p>‘Should the milk package be burned or be recycled’? The ‘waste team’ uncovered conflicts of interests and contradictions.</p> <p>Learning by testing: The students found in a test that tapped local water was as good as the bottled and that very few could feel any difference. The test panel was all students in the class. When letting the classmates test ecological products and compare with ordinary ones they realized it was sometimes easy and other times very difficult to say what was what.</p> <p>The students found testing products as a very good method for clearing misunderstandings for example in a family context. The students found it problematic to change habitual behaviour and routines for all members in a family. To make them communicate and make a decision that all in the family could agree on was a common attempt: ‘OK, we try for a month to buy only ecological milk...and then we make a new decision’.</p> <p>How do various kinds of environments and environmental changes have impact on the families?</p> <p>The food industry and the supermarkets have made it easy for the families to find lots of milk products, bottled water and waste from nearly all over the world wherever the family lives in Sweden.</p>
---	--

	<p>The socio-cultural trend is to drink bottled water instead of tapped and to sort out waste products as glass, paper, metal etc.</p> <p>How does the society meet the needs of the family has?</p> <p>The students found that the local society in Uppsala met “their families” need to be more environmentally friendly. Even if there could have been a more developed collection/sorting system in the residential district. The students would also like the tax on ecological food to be less than tax on ordinary food.</p>
<p>Comments/ Evaluation by the teacher</p> <p>Students evaluation</p>	<p>It is interesting that the daughter in all of the fictitious families is the family member that makes changes. A report from the National education board (1997) shows that girls are more willing to take responsibility and care for different “things” like the nature.</p> <p>To make questions from a family standpoint was very difficult in the beginning. But after some time the students found it easier and started to ask more stringent questions. To study a family instead of an individual makes the students realize the difficulties of implementing new habits that in this case are important for the natural physical – biological environments. The students’ make the family decisions in the context of problem solving, learning, communication, adaptation etc.</p> <p>All teams became very interested and involved in the project. The subject was wide and it took time for them to focus. Perhaps instead of food it could have been a specific food stuff and instead of all waste products, just packages?</p> <p>The project also shows the great influence the socio-cultural environment has on families, in this case the schools. In the school context it is important that there are subjects that deals with family daily activities and use methods where learning by acting/practical work is a central part. The project method is a good tool to deal with complicated consumer issues.</p> <p>The students gave the project a very high score in the evaluation. Many of them said that they before the project were interested and felt they knew a lot about sustainability. But this project had really opened their eyes to the complications of changing habits for the sake of our nature. In the project they made unexpected experiences and discoveries Many of them said they had change routines at home. ‘Very, very interesting and developing’ was a common statement. Most of them also liked to work in teams and found it very instructive.</p>
<p>Web links, reference material</p>	<p>http:// www.environ.se, www.konsumentverket.se, http://miljo.regeringen.se/index.htm www.miljomarkarna.org, www.anglamark.se, http://www.hemkop.se etc.</p>
	<p>Uppsala Universitet Institutionen för hushållsvetenskap</p> <p style="text-align: right;">COURSE BOOKS</p>

HEM, SAMHÄLLE OCH NATUR, 5 poäng

HOME, SOCIETY AND NATURE, 7,5 ETC- credits

Björk, Mia (1997). *Hemarbetets modernitet: En fråga om kön, kunskap, tid och rum*. Stockholm: Kungliga Tekniska Högskolan. Institutionen för arkitektur och stadsbyggnad. Diss. (277 s)

Ebbersten, Ebbe (1994). Hushållning från individ till samhälle i Rapport från ett idéseminarium anordnat av Svenska kommittén för hushållsvetenskap och Uppsala hushållskolas fond *Hushållning-
-fråga om jämställdhet och livsviktiga kompetenser*.(11 s)*

Ekström, Karin M. och Forsberg, Håkan (1999). *Den flerdimensionelle konsumenten- en antologi om svenska konsumenter*. Artikel 4 -6. Kungälv: Tre böcker Förlag AB. s 103-167 (64 s)

Plantin, Lars (2000). *Män, familjeliv och föräldraskap*. Umeå: Boréa. Kapitel 6 Familjelivets vardag, s.144-176 (32 s)*

SOU 1998:6 *Ty makten är din... Myten om det rationella arbetslivet och det jämställda Sverige. Betänkande från Kvinnomaktutredningen*. Stockholm: Fritzes. Kapitel 5 Familjen, s.37-75. (38 s)*

Sahlberg, Pasi & Leppilampi, Asko (1998). *Samarbetsinläring*. Stockholm: Runa förlag. (160 s.)

Stenmark, Mikael (2000). *Miljöetik och miljövard*. Lund: Studentlitteratur. (186 s)

Thiberg, Nils (1993). *Kretslopp istället för förskingrade flöden*. Stockholm: Svenska naturskyddsföreningen Förlag AB. (150 s)

Dessutom tillkommer vetenskapliga artiklar och annat material.

Litteratur försedd med * finns för kopiering.

Lessonplan

Title	The lunch case- an example of students understanding of resource management
Class level and timeframe	Teacher students in Home and Consumer Studies 2x2 hours
Objectives in the Curriculum	The student shall develop the ability to make decisions and carry out practical activities in the household, reflecting on the consequences of these choices from a resource management perspective
Connection to school subjects	Home and Consumer studies is a compulsory subject for all pupils in Swedish schools in grades 4 –9. One of the subject’s goals is to develop the pupils understanding and a permanent interest in how activities in the household interact with health, economics and the environment, both locally and globally. www.skolverket.se
Local association	
Working methods and organization	The students work in groups (4-6persons).The groups get this instruction two days before the lesson. Their goals are to <ul style="list-style-type: none"> - create and make a lunch for the team with the theme <i>resource management</i> - both oral and in writing show how the theme had influenced their actions what they could have done differently and what the concept <i>resource management</i> means for them <p>This lesson has been held twice, the first time, Jan. 20th, the second day of the spring semester, when the students were not familiar with each other and the second time, March 18th, within a course which deals with resource management. The question is: Have the students understanding of the concept changed?</p>
Use of room (inside/ outside), education material	A lecture room with some kitchen equipment The students were told to bring all ingredients except salt, pepper and oil.
Content and Topics for discussion	In the Swedish National syllabi of Home and Consumer Studies resource management refers to the management of human, economic and other material resources, as well as natural resources, both locally and globally I will mark the two different occasions in italics and underlined. <i>Examples of contents and topics for discussion the first time, Jan 20th</i> <u>Examples of contents and topics for discussion the second time, March 18th</u>

	<p>Human resources: knowledge, work, solidarity, care, time etc. <i>Nutritious food is focused. One of three groups is ready in time</i></p> <p><u>Nutritious food is still focused. All groups are ready in time, they have made dishes that are easy to prepare and one group have bought tinned beans to put in their salad. One group writes that they have learned from each other and were satisfied with their good co-operation.</u></p> <p>Economic resources: money etc. <i>Cheap foodstuff such as root vegetables was chosen. Only one group chose an animal foodstuff (fish)</i></p> <p><u>Much more ecological products as bananas, cheese, ice cream makes a higher price.</u></p> <p>Material resources; property etc. <i>One group used very few kitchen tools in order to save resources</i></p> <p><u>All teams used very little kitchen tools and porcelain in order to save water and time. All groups made dishes that needed only one pan.</u></p> <p>Natural resources both locally and globally <i>Local/Swedish vegetables and some ecological food were chosen</i> <i>Two teams made a soup in order to save energy</i></p> <p><u>All groups tried to use as little energy as possible. One group made, for example just a cold salad. One group used no root vegetables but ecological avocado, tomatoes, bananas. The explanation was to encourage global ecological sustainability.</u></p>
<p>Comments/ Evaluation by the teacher</p>	<p><i>The first lesson, Jan 20th:</i></p> <p><i>Resource management means for the students to save time, money and energy and make nutritious food with slow carbohydrates. They spoke a lot about saving natural resources by using Swedish grown vegetables. There was lot of food left after the lunch, which they agreed to eat the next day for lunch. This unplanned food surplus also saved time. The groups were very conscious about the natural environment and knew a lot about resource management in that respect. They were also able to put it into practice (more than average person?) They have not mentioned human resources as an important factor of resource management. If time was important to save they could have prepared less food or bought more ready cooked food. They took material resources such as kitchen equipment for granted.</i></p>

<p>Comments/ Evaluation by the students</p>	<p>The second lesson, March 18th:</p> <p>Before this lesson the students acquired more knowledge about household work and job sharing in the family of today, about different thinking about ethics, according to natural environments and the cycle of the nature. The result shows that the students tend to be even more careful about the natural resources by buying ecological food and saving energy. They have not mentioned money this time explicitly even though they have bought more expensive vegetables. The students take kitchen equipment for granted this time too. They have a lot of knowledge which is shown in their practical work of shopping, cooking, eating and serving. They seem not to have involved human resources as an important factor in the concept of resource management.</p> <p>All the students mention human resources in some way in the evaluation:</p> <ul style="list-style-type: none"> - they appreciate the good comradeship and loyalty in the teams - they appreciate discussing and sharing each others' thoughts and ideas about resource management in practice (to do the "green" shopping together, planning, cooking, the common meal etc) and the reflections afterwards are very instructive - one female student mentioned that good food and care for the natural environment is possible (it seems that she has thought that was impossible before) - one other student said that the process from the first lunch to the second has developed her knowledge to make choices - 'developed my view upon resource management from an economical to an ecological standpoint', is another statement that shows that knowledge is important <p>Two students are surprised that there are so many ecological products on the market</p> <p>The lunch case shows the importance of practical work and reflection in learning a complex concept. To do the same thing twice also makes the student aware of her/his process of learning. It is also important to make different types of evaluations. Asking the students the question of how resource management had influenced their lunch gives me the answer that they have not completely understood the concept. But by asking what they have learned and appreciated I can see other dimensions of the students understanding.</p>
<p>Web links, reference material</p>	<p>www.skolverket.se</p>



CONTRIBUTION OF THE ESTONIAN TEAM



www.theodora.com/flags



CONSUMER EDUCATION IN THE ESTONIAN NATIONAL CURRICULUM

BASICS FOR THE INTERDISCIPLINARY TEACHING PLANS

About the Estonian National Curriculum (NC)

The Estonian NC could be characterized as an open and flexible document framing the basic aims of educating people in the country, but not limiting options and creativity of educators. It means, that the NC allows to the teachers behave towards the classroom activities with the sense of citizen responsibility and competence. Teachers are rather free in deciding about concrete teaching contents and methods. Concerning the growing importance of consumer education issues around the world, for Estonia it means, that the ground is open in the country for incorporating that segment of education into general comprehensive school.

The NC is organizing the education in Estonia as it follows:

- the tuition is divided into four stages: primary (grades 1- 3), basic step 1 (grades 4 – 6), basic step 2 (grades 7 – 9) and secondary (grades 10 – 12),
- the teaching content is structured into rather traditional school subjects,
- the main goals and principles of educating are stated in the introductory paragraphs of the NC,
- the subject syllabus are relying on those basic principles and are elaborating them from the perspectives and needs of respective subjects.

There is no special or direct Consumer Education represented in the NC at the present time, but some compulsory subjects are containing organically the elements of Consumer Education:

Home Economics,

Civics,

cycle of subjects of Teaching about Human.

Compulsory subjects like History, Geography, Biology, Chemistry, Physical Training, Foreign Language are having a high potential for including the Consumer Education dimension into the syllabi.

Even the compulsory subjects like Music, Mathematics, Arts, Literature could also be discovered for Consumer Education.

The NC gives a space for teaching principally unlimited list of optional subjects/courses. At the present time from the long list of existing optional courses the most-likely chance for bringing in the Consumer Education are having the practical Law course, the course of Human Rights Education

Throughout the compulsory school teaching, the NC prescribes for all of the subjects four integrated themes to be kept in mind by absolutely all of the teachers while teaching whatsoever subject. Those themes are: scarcity, safety, professional development, information technology. The four themes are not detailed – what concretely should be taught for instance by the teacher of History about scarcity while teaching about the Medieval times. This is more just a matter of teacher's citizens responsibility what to underline or stress. All of the 4 integrated themes can serve as the agents for including Consumer Education into the general comprehensive education in Estonia.

"Hidden" Consumer Education in the Estonian NC.

The analysis of the goals and aims of the compulsory subjects represented in the Estonian NC and among their teaching content, there are relevant to Consumer Education principles and items as it follows:

Civics

Civics is represented in the NC as a separate subject in the grades 4 - 6, 7 - 9 and 10 - 12. For all the other grades the Civics syllabus has recommendations how to support Civics and what to keep in mind while teaching other subjects throughout the NC. For instance how could Geography and Literature teachers relay on Civics and contribute to it.

General ideas and goals of Civics supporting Consumer Education are:

- 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:

Grades 4- 6

- 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. Accessibility 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. Labor market and market policy.
- Welfare and property. Family economics. Planning personal career. Competition on the labor market. Labor law. Consumer protection and consumer behavior.

Grade 10 - 12

- Social structure of the society. Different interests. Pluralism in 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

Teaching about Human

Teaching about Human is taught in the Grades 1. – 12 throughout the NC. The course is represented in the different school levels by different subjects: Health, Psychology, Teaching about Family.

General ideas and goals of Teaching about Human are:

- to inform the students about the dangers caused by drugs,
- to teach about the damages caused by self destructive behaviors and activities,
- to teach how to live healthy.

Grade 1. – 3.

- healthy lifestyle,
- self-destructive behaviors,
- information sources and usage of them,
- the purpose of advertisements and commercials, influence of commercials,
- earning, spending and lending money.

Grade 4. – 6.

- healthy lifestyle,
- healthy nutrition,
- environment and health,
- needs and the hierarchy of the needs,
- values and the hierarchy of the values.

Grade 7. – 9.

- healthy lifestyle.

Grade 10. – 12.

- family budget.

Manual Training

Manual Training is taught in the Grades 1. – 9 and it consists of different subjects with the syllabuses: Handicraft – 1-3 and 4-9; Home Economics – 4-6 and 7-9; Handicraft and Technology – 4-9..

General ideas and goals of Manual Training supporting Consumer Education are:

- to teach to the students about different materials and tools and how to use them sparingly,
- to develop in the students the habits to follow in the human activities the principles of esthetical norms and beliefs,
- to teach to plan actions and to carry them out,
- to introduce the characteristics of different materials and technical equipment,
- to develop creativity and aesthetics.

Grade 1. – 3.

- cleaning of the rooms,
- taking care of the clothes and shoes,
- hygiene,
- principles of catering.

Grade 4. – 9.

- home design.

Home Economics

Home Economics is taught in the grades 4. – 6. and 7. – 9. traditionally for girls.

General ideas and goals of Home Economics supporting Consumer Education are:

- to acquire the principles of healthy nutrition,

- to get acquainted with the qualities and specifications of food products,
- to acquire the basic skill for cooking,
- to learn about the principles of sparing consuming and household,
- to develop the consumer and environmental knowledge,
- to acquire the basic skills for home electronics and technique usage.

Home Economics content directly related to Consumer Education:

Grades 4 - 6

- nutrition,
- cooking,
- hygiene,
- cleaning,
- economy at the household: saving energy, recycling, analyzing of expenditures, ways for sparing.

Grades 7 – 9

- nutrition,
- cooking,
- hygiene,
- cleaning,
- economy at the household: information for consumer, planning of exceptional expenditures, knowledgeable and sparing house hold.

Handicraft and Technology

Handicraft and Technology are taught in the grades 4. – 6. and 7. – 9. traditionally for boys.

General ideas and goals of Handicraft and Technology supporting Consumer Education are:

- to acquire the skills to fulfil the technological ideas, saving environment,
- to learn to select and process materials being spareful and knowledgeable,
- obtains the principles of spareful house hold,
- to learn and follow the rational skills while using tools, to follow the demands of industrial hygiene and safety.

Handicraft and Technology content directly related to Consumer Education:

Grades 4 – 9

The syllabus of the subject doesn't contain any clear and direct content items for supporting teaching Consumer Education. The whole process of teaching Handicraft and Technology nevertheless occurs to be a practical approach for consuming and modeling materials and using energy sparing resources and environment.

Foreign languages

Foreign languages are taught in the grades throughout the Curriculum. The syllabies of the languages do not set up any goals close to Consumer Education but in the grades 7. – 9. and 10. – 12. do contain suggested content items (discussion topics, readings etc) relevant to CE. The teachers are free to work with the texts telling about whatever items related to Consumer Education content.

Consumer Education content directly related to Consumer Education:

Grades 7 – 9

- pocket money (family and home, relations in the family),

- environment-friendly behavior (environment),

Grades 10 – 12

- family budget (family and home, relations in the family),
- nature protection (climate, town and countryside, urbanization),
- healthy habits and lifestyles, communication in the field of servicing,
- commercials and advertising, consuming information.

Natural Sciences

Natural Sciences are taught in the grades 1. – 3., 4. – 6. and in the Grade 7.

In Natural Sciences in the central place there is modeling of the natureprotective values and attitudes. The approach of the subject to the Nature is holistic, teaching the youth to understand, that they have direct influence to the welfare of the environment.

Grade 1. – 3.

- healthy nutrition,
- hygiene as protection of health,
- interdependence of human and nature in the different environments,
- usage and sparing of electricity, demands for safety.

Grade 4. – 6.

- influence of the human being to environment, changes in environment caused by the human interaction, sustainable development (Recoverable and non-recoverable natural resources).

Grade 7

- poisons, their influence to the human organism.

Biology

Biology is taught in the Grades 7. – 9. and 10. – 12.

Biology values healthy lifestyle and responsible attitudes towards the living environment.

Grade 7. – 9.

- protection of Nature in Estonia and sustainable development,

Grade 10. – 12.

- protection of environment, regional and global problems, nature protection policy.

Geography

Geography is taught in the Grades 7. – 9. and 10. – 12.

Geography teaches the students to understand the necessity for sustainable development, to tolerate the traditions and cultures of different nations, to recognize the interdependence of human activities and nature.

Grade 7.- 9.

- influence of human activities to the climate,
- usage and protection of the water resources,
- interdependence of climate, water, surfaces, soil, plants, animals and human activities,
- natural resources of Estonia.

Grade 10. – 12.

- different influence of human activities in the various natural conditions,
- growth of the mankind, resources and sustainability,
- energy consumption of the people,
- protection of the soils, soil as a resource,
- influence of human activities to the atmosphere, atmosphere disorders, international conventions,
- influence of human activities to the hydrosphere, hydrosphere disorders, international conventions,
- demographical processes like population growth and urbanization, life quality,
- globalization of the world economics, international corporations,
- agricultural production and environmental and nutrition problems.

Chemistry

Chemistry is taught in the grades 7.- 9. and 10. – 12.

The goal of teaching Chemistry is to add to the introduction to the students of the holistic essence of the World the characteristic approach of Chemistry. Teaches the students to value sparing behaviors towards the living environment. Teaches responsible attitude to ones activities possible results.

Grade 7. – 9.

- Chemistry in the everyday life: natural and artificial materials, household chemicals,
- safety while using chemicals,
- Chemistry and environment,
- sources of poisoning of the living environment.

Physics

Physics is taught in the grades 7. – 9. and 10. – 12.

General ideas and goals of Physics supporting Consumer Education are:

- to teach the students to see the living and environmental problems, which could be explained and solved with the help of knowledges and skills of Physics,
- to handle the technical and technological equipment with care and safely towards the user and also the equipment.,
- to model and frame on the basis of Physical knowledge and skills value orientations necessary for surviving and sustainability of the life and living environment,
- to act sparingly in the nature.

Grade 7. – 9.

The content items are: Optics, Mechanics, Thermology, Electricity. All those items introduce to the students knowledge and skills necessary for wise consuming making decisions about the characteristics and qualities of goods and services.

Grade 10. – 12.

The content items are: Mechanics, Thermology, Electromagnetism, Optics, Structure of the Substances. All those items introduce to the students knowledge and skills necessary for wise consuming making decisions about the characteristics and qualities of goods and services.

Arts.

Arts is taught in all levels throughout the NC.

General ideas and goals of Arts supporting Consumer Education are so called hidden ideas and goals not directly formulated. Arts are developing the pupils viewing and observation abilities, artistic taste and imaginative.

Throughout the Grades 1. – 12. there are opportunities for supporting Consumer Education while discussing on different topics about Arts like about applied arts, fashion, architecture, design, interior.

Mother Tongue

Mother tongue is taught in all levels throughout the NC.

The syllabus for the Mother Tongue does not contain any goals or objectives suitable for Consumer Education, but in the content of teaching items there are some special writing and discussing tasks, what can be used directly for such purposes:

Grade IV - VI

- writing an advertisement or commercial.

Grade VII – IX

- composing a text containing practical information for media,
- reading a text, finding information in it and referring the main ideas.

Grade X – XII

- essence, specialties and composition of commercials and advertisements,
- requirements for official documents like complaints, declarations etc.

Conception for the Estonian Consumer Education.

The goal of the Estonian Consumer Education is to develop in students skills, knowledge and attitudes needed for the Consumer Citizenship. The Consumer Citizenship is defined as it follows:

Consumer citizenship is when 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 for sustainable human development on global scale when securing one's own personal needs and well-being.

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)
- critical reflection and tolerance towards intercultural values and ways of life
- willingness to submit one's own consumption to ethical reflection
- 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)
- environmental conscience
- concern for global processes and conditions

Relevant knowledge

- The history of consumption (consumption's ethical, political, economical, sociological and psychological impact, consumerism/materialism, commoditization, 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 (political democratization, economic democracy), global citizenship, globalization)
- Need theories and development theories (basic standards of living, hierarchies of need and opportunity costs)
- Production (costs, quality, alternatives)
- Poverty, charity and the economics of scale
- Employee conditions on a local, national and global basis
- Economic and social hierarchies in society demonstrated by conspicuous consumption
- The environmental impact of consuming on a global, national and local basis (energy inefficiencies, land use, distribution and transportation)
- The impact of consuming on human development, including future generations
- Sustainable lifestyles and development
- Financial instruments which guide purchasing (eco-tax, vat road taxes)
- Human rights and responsibilities
- 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)

- The economic basis of family life (how to organize personal economy, how to avoid debts.)
- Product safety
- Recycling
- Food and proper nourishment (lifestyle diseases, physical diseases gene modified organisms)
- Data based information systems (banking, libraries, etc)
- E-commerce

Skills should encompass practical daily life activities as well as analytic and reflective skills:

- ability to be critical and analyze one's own wants and needs
- ability to think rationally
- ability to make decisions and solve problems in a creative way (conflict resolutions)
- 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 and manage budgets
- ability to gather, analyze and handle information (media literacy)
- change management

Framing Estonian Consumer Education Curriculum (CEC).

The skills, knowledge and attitudes making the Consumer Citizenship will be elaborated in Estonia in students via Consumer Education Curriculum, which has an interdisciplinary approach and the basic principles of what are following the common aims and goals of the International Consumer Education guidelines listed above.

The CEC covers all the age levels of compulsory school and presents an concentric course taught by the teachers of different subjects. The Consumer Education has three main dimensions:

- home economics,
- law,
- economics,
- international relations.

The dimension of **home economics** deals with the variety of issues of persons' private life like making money, saving money, smart consuming, buying services, scarcity, housekeeping etc. Through that dimension necessary for everyday life knowledges and skills will be delivered to the students. The approach of teaching that dimension is practical: the goals and aims will be achieved through teamwork, projects, case studies.

The dimension of home economics is laid out throughout all the school levels, but the basics is settled in the primary grades.

The dimension of **law** deals with the issues of legislation and consumer protection. Learning about the laws in Consumer Education is exercising reading and understanding the laws, orienting in the system of laws concerning different angles of consuming, advertising. The approach of that dimension is practical, containing exercising writing complaints, analyzing different market cases, writing contracts etc. The dimension of law is laid out

throughout all the school levels, but the basics is settled in the middle grades continuing in the upper grades.

The dimension of **economics** means issues of macroeconomics on the level of a particular country, introducing the economical system, banking system, labor market, stock exchange, social guarantees, protection of the nature from the point of view of consumer education. The approach of that dimension is practical, containing active teaching like analyzing cases and situations, planning some strategies, finding alternatives. The dimension of economics is laid out throughout all the school levels, but the basics relying on the introductory in the middle grades is settled in the upper grades, as it is concerned to use more advanced skills and attitudes of the students.

The dimension of **international relations** is a holistic approach to deal with the consumer issues from the global point of view: globalization of the enterprises, interdependence of the political state power and interests of economy, worldwide nature protection, issues of Human Rights in the consumerism like usage of the child and slave labor etc. The approach of teaching of that dimension is practical, using lots of group work, discussions, planning, presentations etc. The dimension of international relations is laid out throughout all the school levels, but the basics is settled in the upper grades, as it is concerned to use more advanced skills and attitudes of the students.

The placement of Consumer Education in NC

No	TOPIC	GOAL	SUBJECT	GRADE
1	Consumer, his rights and responsibilities	Explaining the "identity" of consumer, exploring the rights and duties of consumer	TEACHING ABOUT HUMAN HOME ECONOMICS CIVICS FOREIGN LANGUAGE HOME ECONOMICS	I – III IV - VI VII - XII X – XII IV - IX
2	Home and life quality	Exploring the peoples motivations for consuming, introducing the meaning of life quality	ARTS TEACHING ABOUT HUMAN HANDICRAFT HOME ECONOMICS FOREIGN LANGUAGE GEOGRAPHY	I – III IV - IX I – IX IV - IX X – XII X - XII
3	Spending money	Explaining about the central role of money in consuming, introducing the concept of scarcity	TEACHING ABOUT HUMAN CIVICS FOREIGN LANGUAGE HOME ECONOMICS	I – III IV – VI VII – XII IV - IX
4	What do the advertisements tell?	Explaining the goals and effects of advertising	TEACHING ABOUT HUMAN CIVICS ARTS FOREIGN LANGUAGE MOTHER TONGUE HOME ECONOMICS	I – III IV – VI IV – VI X – XII IV - XII IV - IX
5	Consumption and the Laws	Introducing the principles of consumers related legislation.	CIVICS GEOGRAPHY	IV – XII X – XII IV - IX
6	Consumption and Environment	Explaining the interdependence of consuming, pollution and natural resources	TEACHING ABOUT HUMAN NATURAL SCIENCES FOREIGN LANGUAGE GEOGRAPHY BIOLOGY CHEMISTRY CIVICS HOME ECONOMICS	IV – VI IV – VI VII – IX VII – XII VII-XII VII – IX VII – XII IV - IX
7	Health and nutrition	Exploring the principles of right consuming of food and health products.	TEACHING ABOUT HUMAN NATURAL SCIENCES FOREIGN LANGUAGE GEOGRAPHY HOME ECONOMICS	I – VI I – IX X – XII X – XII IV - IX
8	Technology and safety	Exploring the role and influence of technics and technology for humans.	HANDICRAFT AND TECH- NOLOGY PHYSICS CHEMISTRY HOME ECONOMICS	IV – IX VII – XII VII – IX IV - IX
9	Consuming globally	Explaining the interconnectedness of contemporary world: politics, economics, global problems, coming out from consuming.	GEOGRAPHY CIVICS	X - XII X - XII

Principles of the Consumer Education teacher training.

Consumer Education module could be hardly seen as a largely taught component of pre-service teacher training in the pedagogical faculties of the universities of Estonia. Nevertheless there is a logical connection and need to integrate the issues of Consumer

Education into the pre-service training of the teachers of Teaching about Human, Home Economics and Civics.

It would be necessary to teach to the university students about:

- What is Consumer Education?
- What are goals and objectives of the Consumer Education?
- What is the content of Consumer Education?
- What are the best methods for teaching Consumer Education?
- How is the content of the Consumer Education integrated into the Estonian NC?
- What are the best international practices for teaching Consumer Education?

On the level of teachers' pre-service training the module of CE should be taught to the students integrately to their main subject. Consumer protection is connected to different matters like nutrition, sustainable development etc. It is possible to integrate consumer education into civics, home-economics, which are compulsory subjects and into optional subjects such as economics and class teacher's (master's) lesson. There are three main methods to teach consumer education in schools, what should recommendedly be reflected and trained during the teacher-training:

1. Lectures about consumer protection. The aim of the lecture is to get knowledge about following:

- what is consumer protection, its necessity;
- Consumer Protection Act, consumer rights, obligations of the seller
- Channels of the consumer information, labelling (foodstuff, shoes, textiles)
- Consumer Protection Board (CPB) – national institution, which The CPB is a national authority the main task of which is to protect the legitimate rights of consumers and to represent their interests. Main functions. Information materials. Website.
- Obligation Act, making a complaint. Main concepts. How to act, then sb has bought defective product. For fixing the knowledge – discussion about most frequent questions to CPB, examples from students.
- Consumer protection and European Union;
- Consumer education. Theoretical part is dealt with in the second part of the lecture, practical part (learning by doing, different games) - depends on audience (teachers or pupils), is fit into different parts of the lecture. Web-based programs for young consumers “Know Your Rights”, “Know how to choose”, which are available on CPB's website and meant for self-studying and also teaching aid in lessons (i.e. civics), projects “Let's manage...” etc.

2. Learning by doing (games and case studies), which gives practical tips how to manage in everyday life. It is possible to use different activities in lessons like:

- A crossword (puzzle) about consumer rights.
- Game "Wise consumer in the shop".
- Different well-known games like:
 1. Domino – short sentences about consumer protection, etiquette, nutrition, half on eachbrick, played as Domino.
 2. Bingo – i.e. played with textile labels, pupils have boards with labels, teacher shows different labels, who has it on the board and knows what a label means, gets it to oneself, wins pupil who has full board first.
 3. Alias – pupils have to explain different words to each other, connected with the subject and they can't use the stem of the words.

3. Learning through different projects:

The example could be carried out by the Consumer Protection Board competition for pupils in the grades 8-10 "Let's manage healthily and economically". 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.

Competition for pupils "Let's organize funny and amusing party!". Pupils had to organize a party for 25 guests with a budget 2500 kroons. They had to write down the budget, choose a place, compose a programme and healthy menu, choose dress-code, make and distribute invitations. They also had to make and sign a bilateral contract of room rent and solve a consumer problem (defective product or dry-cleaning).

Special role in preparing teachers to teach about CE is in the in-service training. The best way to include the CE into the in-service training courses is to include it in the form of lectures and practical demonstrations of teaching methods to the teachers of various subjects. For instance a set of lectures and activities could be included to the in-service trainings of the teachers of Geography, Physics, Mathematics just for demonstrating how the CE is integrated into these particular subjects.

Both – for the pre-service and in-service trainings there is need for relevant handbook for teaching Consumer Education throughout the National Curriculum of Estonia.

LESSON 1

Title	Simulation: WISE CONSUMER IN A SHOP
Class level and timeframe	Grades IV – VI.
Objectives in the Curriculum	To teach students to make environment-friendly, healthy and economically advantageous purchase increasing their ability to analyse. The lesson will commit to public welfare and well-being, raise environmental conscience.
Connection to school subjects	Teaching about Human. <ul style="list-style-type: none"> • Civics • Natural Sciences
Local association	<ul style="list-style-type: none"> • TV and newspaper commercials, • students' practical consuming experiences, • principles of the society's economical policy.
Working methods and organization	<ul style="list-style-type: none"> • Group-work, • discussion in the groups, • analyzing and decisionmaking, • presentation, • general discussion.
Use of room (inside/ outside), education material	Classroom activity. <ul style="list-style-type: none"> • Using real goods: home chemicals, household accessories, food products. • Task sheets, information sheets.
Content and Topics for discussion	Activity raising the discussion on the topic: What kind of home chemicals, household accessories and food products to buy and why.
Comments/ evaluation	There are different situations and circumstances in the everyday life influencing our options, but nevertheless there are some commonly recognised preferences that people should try to follow while consuming.
Web links, reference material	http://www.tarbijakaitse.ee/ http://www.eesti.ee/est/tarbijakaitse http://www.consumer.ee

Thinking through the games

Simulation game: WISE CONSUMER IN A SHOP

Aim of the simulation:

- To teach students to make environment-friendly, healthy and economically advantageous purchases.
- To increase the students ability to analyse.

- To offer to the students chance to work collectively.
- To develop the students discussion and presentation making skills.

Materials and goods needed for the simulation:

- 3-4 different home-chemical packages (washing-powder, dish-washing liquid), one of them very well known product by advertisings like "Ariel", "OMO" and at least one environmental-friendly and locally (in Estonia) produced product like "Meyeri"
- 2-3 different dish-brushes: one plastic and the other one convertible, made by local handicapped peoples enterprises,
- 2-3 different biscuit boxes: one locally made (in Estonia), one from abroad and one clearly over-packed product,
- selection of different sausage-, bread-, milk- or other products, containing options like: one produced by national enterprise, one produced in abroad, one produced by large international industrial enterprise, one produced ecologically, one containing preservatives,
- 3 different bags to transport goods to home: one plastic bag, one paper bag, one textile bag or basket.
- Charts containing the list of listed above goods and products .
- Sheets containing basic characterising information about the goods and products listed above.

Game process:

- The class will be divided into groups of 4 – 6.
- The groups will be instructed, that they need to go to the "shop" for buying food, home chemicals and household accessories. All the groups need to manage with equal sum of money (for ex. 250 EEK). The groups need to buy from a selection of goods and food offered in the "shop" **one item**.
- The group should decide collectively and explain their choice on the chart distributed to each group.
- The groups will introduce their selection of food and goods, giving explanations and reasons for their options.
- Teacher will introduce to the class the basic information (produced from environmentally friendly or artificial raw materials, in abroad or locally, ecologically or "industrially" etc.) about each item from the "shop".
- On the basis of given by the teacher information the class will discuss generally about the plusses and minuses of different food and goods characteristics.
- After broadening the awareness about the qualities of the food and goods the groups will revise their previous selection-lists and if necessary make changes.
- . The groups will be asked if they would like to tell about the changes they made in the lists.

Note to the teacher:

1. In the run of the game students should show up ability to analyse the simulated situation:
2. Knowledgeable and wise consumer goes to shop with her/his textile bag or wicker basket or he/she prefers paper bag to plastic bag.
3. Wise consumer chooses home-chemicals where there are no colour-, smell-, or other additives added, also they carry environment-friendly international labels.
4. Wise consumer chooses long-term use and with convertible parts home accessories and products.
5. By chance wise consumer prefers native food products and favours small native enterprise.

6. Wise consumer prefers ecologically produced food to "industrially" produced food.
7. Wise consumer looks for food-product label-markings "Best Before" and "Expiry date".
8. Wise consumer avoids over-packing and use of over-packed products.
9. Wise consumer manages with the money available for the purchases.

At the end of the simulation lesson the teacher explains, that there are different situations and circumstances in the everyday life influencing our options, but nevertheless there are some commonly recognised preferences that people should try to follow (given above). On the basis of those preferences the teacher makes conclusion about what the groups achieved while performing and thanks the children.

LESSON 2

Title	COMMERCIALS and INFORMATION
Class level and timeframe	1. – 3. 1 lesson (45 minutes)
Objectives in the Curriculum	<ul style="list-style-type: none"> ▪ To explain the difference between the commercials and information. ▪ To create careful and analyzing attitude towards the commercials. ▪ To train students to read the information concerning goods while buying them. ▪ To teach how to protect ones consumer rights, how to act.
Connection to school subjects	<ul style="list-style-type: none"> • Teaching about Human.
Local association	<ul style="list-style-type: none"> • Students practical consuming experiences. • Different commercials.
Working methods and organization	<ul style="list-style-type: none"> ▪ Reading commercials and information. • General discussion. • Drawing and writing.
Use of room (inside/ outside), education material	Classroom activity. Commercials and information pieces about the goods. Worksheet.
Content and Topics for discussion	<p style="text-align: center;">Discussion: What for are the commercials?</p> <p>Practical observing of the commercials. Studying product information.</p>
Comments/ evaluation	Wise consumer knows the objectives and essence of commercials and is able to find out necessary information about the goods and services, knows how to act for protect ones rights.
Web links, reference material	http://www.tarbijakaitse.ee/ http://www.eesti.ee/est/tarbijakaitse http://www.consumer.ee

Commercials and information

Thinking through the individual work and general discussion

Aim:

1. To explain the difference between the commercials and information
2. To create careful and analyzing attitude towards the commercials
3. To train students to read the information concerning goods while buying the
4. To teach how to protect ones consumer right, how to act

Materials needed:

- Worksheets
- Some commercials

Individual work with worksheet's task

You know what food is healthy and what is not. You can see commercials everywhere - on TV, on streets, newspapers which invite us to buy.

Draw at least 3 things which are well advertised but not healthy.

Discussion:

1. Why are commercials necessary?
2. What do you get to know from these commercials about the goods/services they are advertising?
3. The usage time of food products and some cosmetics is limited. Such goods have the marking „Best before“ on them. For how long can such goods be sold ?
What does the marking „Best before“ means?

Individual work:

Write a complaint for getting back your money for some thing which has not meet the requirements.

LESSON 3

Title	THE CONSUMER'S RIGHT
Class level and timeframe	1. – 3. 1 lesson (45 minutes)
Objectives in the Curriculum	To explain the concept "consumer's right". To teach about the difference between goods and services.

	To develop critical thinking skills.
Connection to school subjects	Teaching about Human
Local association	Students practical consuming experiences.
Working methods and organization	<ul style="list-style-type: none"> • Individual work using worksheet. • Working in pairs.
Use of room (inside/ outside), education material	Classroom activity. Worksheet.
Content and Topics for discussion	Case study: what to do, if the goods or services are unhealthy or cause dangers? Critical thinking: about different aspects of consuming (what are goods, what are services, utility of the purchases).
Comments/ evaluation	Wise consuming means skill to make clever decisions and knowledge how to behave if your purchase is bad quality.
Web links, reference material	http://www.tarbijakaitse.ee/ http://www.eesti.ee/est/tarbijakaitse http://www.consumer.ee

The Consumer's Right

Thinking through the case study, individual work and work with pairs

Aim of the Case study:

1. To teach students that consumer has the right for legal protection if the goods which has been bought or services don't meet requirements. The consumer has the right to be protected from goods or services which are dangerous or risky to health, life, property or environment
2. To inform students that the seller is responsible for the goods and services he/she is selling.
3. To inform students that the seller is responsible for the correct information given about goods/services
4. To teach students what to do if the goods/services that has been bought don't meet requirements
5. To teach students to think critically about the proportion of quality and price when buying goods/services.

Kalle went with his mother to the market. They saw there in one little kiosk nice boots for sale. As Kalle's boots were already old and outworn they took the closer look at them. Kalle tried them on and they felt quite comfortable and what was the most important thing for their interest – they were cheap. So they bought them.

At home Kalle took the new shoes into his room. Next morning he felt bad: his head was aching, it was difficult to breathe and his eyes were swollen.

The doctor found out that the reason for this was some chemical which was used for producing the shoes.

Individual work and work in pairs with worksheet tasks

Aim:

1. To teach students the meaning of goods and services
2. To teach students to think critically about the real need for the goods before buying

Individual work with worksheet's task:

We all consume goods and services. Write 5 goods and 5 services.

Goods	Services
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Work in pairs

Compare your worksheet with your deskmate. Which goods and what services have you really needed.

.....
.....

Individual work with worksheet's task:

Memorize and write down 3 things you haven't really needed and what have been just left-over, given or thrown away.

.....

LESSON 4

Title	CONSUMING and WORLD POLICY
Class level and timeframe	Grade 12. 1 period (45 minutes)
Objectives in the Curriculum	To make the global problems in the world meaningful to every student.. To visualize the connections of the international trade, Human Rights, protection of environment.
Connection to school subjects	Civics
Local association	<ul style="list-style-type: none"> ▪ Goods and products used by everyone. ▪ Daily international news.
Working methods and organization	<ul style="list-style-type: none"> • Wrap-up and addressing activity. • General discussion about the current international policy: analyzing the political regimes attitudes to environment protection and Human Rights recognition.. • Group work: about how can each consumer influence international policy. • Writing Guidelines for Smart Global Consumer.
Use of room (inside/ outside), education material	<ul style="list-style-type: none"> ▪ Classroom activity ▪ Usage of Internet ▪ Clothing weared by the students ▪ Newspapers
Content and Topics for discussion	<p>Discussion: What does the consumer support while buying foreign goods? Identifying where are the clothes weared by us made? Finding out what do the countries of our clothing origin look like from the point of view of protection of Human Rights and protection of nature? Studying the information about the countries of origin of our clothing.</p>
Comments/ evaluation	Wise and responsible consumer is aware, that his/her consuming supports the economics of the countries where the products are made. Consumer may support or not support destroying of nature, violating Human Rights like using child and slave labor, international terrorism.
Web links, reference material	http://www.tarbijakaitse.ee/ http://www.eesti.ee/est/tarbijakaitse http://www.consumer.ee http://www.vm.ee/est/kat_52/

Taking consumer stand in the international policy

Critical thinking activity: WHAT DO WE SUPPORT WHILE BUYING FOREIGN GOODS?

Aim of the activity:

- To develop in the students understanding about the participative role of each single consumer in the international business and economics.
- To increase the students ability to think critically.

- To offer to the students chance to use computers and internet in the practical exploring of Consumer Education issues.
- To develop the students discussion and arguing skills.

Materials and goods needed for the activity:

- Students' everyday clothing.
- Access to the Internet.
- Newspapers.
- Text of the Universal Declaration of Human Rights.

Activity process:

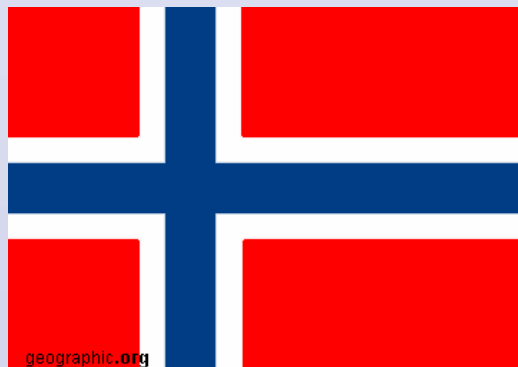
- The students will be asked by the teacher to look and tell, where are their clothes – jackets, sweaters, scarves etc – produced.
- The names of the countries-producers will be put down on the blackboard.
- The students will be asked to characterize each of the countries appeared on the board.
- The countries will be grouped by the characterizing them features like is the child labor widely used, are the women lower paid for the labor, does the regime support international terrorism, does the country support regularly those countries in the world in need, does the country invest lot into the international protection of nature, does the economics of the country exploit unrecoverable natural resources and kill rare animals ...
- After the grouping of the countries the students will be divided into groups accordingly to the number of groups appeared. They will be asked to discuss more deeply about the nature and effects to the international life of their country (or group of countries). The students are asked to collect some relevant data about the countries from the newspapers and Internet.
- The groups are asked to formulate common resolution whether to support the particular country (or group of countries) via buying their goods or not. What are the arguments of that decision.

Note to the teacher:

- Normally the students will have clothes produced either in their native country (Estonia), in the countries strongly supporting the positive developments in the world (Nordic countries, USA, EC countries), in the developing countries of the world, in the countries enabling wasting of natural resources, violating Human Rights and supporting international terrorism.
- Wise consumer understands, that buying goods produced in the particular countries
- he/she supports the respective governments.



CONTRIBUTION OF THE NORWEGIAN TEAM



Developing consumer citizenship

Lesson plan layout

International seminar, Escola Superior de Educação de Lisboa, Lisbon, Portugal
5 – 6 May 2003.

Odd Helge Lindseth, Hedmark College, Faculty of Teacher Education, Hamar, Norway.

Title	<i>Social construction or personal choice? Identity and the consumer</i>
Class level and timeframe	Teacher education. The lecture is best suited for students who have some knowledge in social science to start with.
Objectives in the curriculum	Identity and identity development. Consumer identity and behaviour. Ethnic, national and regional identity.
Connection to school subjects	The theme of the lecture is related to social science and consumer education.
Local association	None in particular.
Working methods and organization	Lecture accompanied with learning material. The learning material is constructed as several questions which the students should discuss with each other and then respond to. Some questions imply doing content analysis of commercials and other sources. Access to a library and computer rooms with internet access will increase the possible learning outcome.
Use of room (inside/outside), education material	Use of room: Inside: Lecture hall, library and computer rooms. Use of education material: The learning material may be used in connection with each part of the lecture or after the whole lecture is held.
Content and topics for discussion	Identity as a social construction and a personal choice. How we view and reflect about our own identity.
Comments/evaluation	An over all judgment of a previous implementation of this lecture is that this lecture and this theme are very well suited for teacher students.
Web links, reference materials	Web links: The EU website (URL: http://europa.eu.int/). Reference materials: See reference list.

Social construction or personal choice? Identity and the consumer.

**Developing consumer citizenship, International seminar,
Escola Superior de Educação de Lisboa, Lisbon, Portugal, 5 – 6 May 2003.**

**By
Odd Helge Lindseth**

**Assistant professor in social science
Hedmark College, Faculty of Teacher Education, Holsetgt. 31, N-2318 Hamar, Norway.
Phone: (+47) 62 51 76 67 (direct), (+47) 62 51 76 00 (switchboard).
Fax: (+47) 62 51 76 01. E-mail: Odd.Lindseth@luh.hihm.no**

Summary.

This paper will discuss the theme of identity in relation to consumer citizenship. The goal of this paper is to present a teaching plan (a lecture) on the topic of identity within European teacher education and in relation to consumer citizenship.

Identity is an important concept in understanding the diversity of humans. As human beings we belong to many different social groups and categories, and all of them influence who we are. There are several dimensions of identity. Having a specific identity means having, to some degree, a specific behaviour. This implies having a specific social role which involves certain social expectations about how to behave. Identities also deal with belonging to certain ethnic groups or nation states. This means to some degree belonging to a certain geographical area or territory. Several concepts deal with these kinds of identities, such as ethnicity and national, regional, European and global identity. Having one identity does not necessary exclude other identities.

In a more commercialized society, where commercial interests and commercially influenced identities are increasing in strength, it is important to understand how identities are made and shaped by social factors. It is not fruitful to view the consumer solely as a person making rational individualistic choices not affected by outside factors. Both our identities and behaviours as consumers are created in the dialectic process between social construction and personal choice. Consumer identity is important in that we often try to communicate our identity through consumption. Consumer identity affects consumer behaviour. We might also view commercials as identity building as commercials reinforce certain aspects of one's identity or specific identities. Insight into such processes can contribute to the building of identities which are not so influenced by commercial interests. The educational system, including the teacher education, is an important arena to do so in.

1. Introduction.

This paper will discuss the theme identity in relation to consumer citizenship. The goal of this paper is to present a teaching plan (a lecture) on the topic of identity within European teacher education and in relation to consumer citizenship. The literature used in this lecture has been listed in the following reference list. The main points of this lecture have also been presented as a short overhead presentation (appendix 1). There are some learning materials (appendix 2) accompanying the lecture. An earlier draft of this lecture has previously been tested out on a group of Norwegian student-teachers and the evaluation of this implementation will also be described in this paper (appendix 3). In the second part of the lecture I will discuss the concept of identity and some concepts relevant to the understanding of identity. I will present various types of identities in order exemplify these concepts. Following the general discussion on identity, consumer identity will be discussed, followed by a discussion of ethnic and national identities.

2. Identity.

In recent years there has been an increasing interest in and use of the concept of identity among scholars of the social sciences and humanities. Identity has become the focus of research and political debate. Despite this, there are many definitions and usages of the concept today, even among scholars. Several attempts have been made in order to find a common definition of the concept of identity (Brubaker and Cooper 2000, Bendle 2002).

The Norwegian social anthropologist Thomas Hylland Eriksen defines **identity** as “*what one sees when one looks at one-self in the mirror*” (Eriksen 2001: 36, my translation*). We will probably see a person with certain characteristics, a man or a woman of a certain age, from a certain social background and with a certain education. This person may also belong to a specific religion, nation or ethnic group and even have a specific skin colour. In other words: we will see a certain person with his or her personality, with several facets which makes up this person’s identity. As human beings we belong to many different **social groups and categories**, and all of them make up who we are (Eriksen 2001).

* Writings on the multicultural society by the same author in English can be found in Eriksen (2002). The main themes referred from Eriksen (2001) may also be found in Eriksen (2002).

In a post modern world where individualism is highly valued (cf. Giddens 1989), one might claim that identities are social products. It is often maintained that we are free to choose the identity we want. This is a problematic view as a person's identity is only partly a result of personal choice. A person's identity is also a result of biology and society (Eriksen 2001).

Identity tells us something about where we belong in society and who we are. Our identity is determined by which social groups and categories we belong to and some social scientists maintain that this makes us who we are. As society is a product of humans, humans are products of society. The relationship between society and the individual is decisive for human life and the identity of humans (Eriksen 2001). However, belonging to a social group or category is not always voluntary. For instance, all human beings belong to one of the two gender categories. Some humans find belonging to one of these categories as very restricting to their human behaviour. What makes up our identity, whether we like it or not, is not one specific thing, but many, as we belong to several social groups and categories. This means that the identity of a person is in fact a product of many identities. The concept of identity describes a person's overall personality (which is a mixture of various identities) or just one single dimensions of that personality, such as ones identity as a teenager (Eriksen 2001). We will not discuss the various definitions and meanings of identity which exists in detail.

We have already mentioned several identities that people may have. Below is a general summary of some of the social groups that determine identity (Based on Eriksen 2001: 38): age, gender, education, social class, social background, religion, language, nationality, biological features, ethnic group, family history, place of birth, place of residency, politics.

These are what we could call **dimensions of identity**. One person may develop all these dimensions of identities based on the categories mentioned above (and/or others). This depends on which category one belongs to and what situations one experiences in life. In many cases one may also actively choose to acquire, or choose not to acquire, a certain identity. However, a person's identity is only partly a result of personal choice. It is also a result of biology and society. We can for instance not do much about some aspect of our biology, such as our gender and our DNA (Eriksen 2001).

Having a specific identity means having, to some degree, a specific **behaviour**. We

might say that having a specific identity implies having a specific **social role**. This implies that certain social expectations on how to behave are issued towards the person that is occupying that specific social role. This does not mean that everybody comply with these expectations, but these expectations may explain why people with certain identities and roles behave the way they do. For instance, having an identity as a teenager means living the social role of the teenager. There are certain social expectations on how to behave as a teenager, but this does not mean that every teenager follow all these expectations all the time (Giddens 1989).

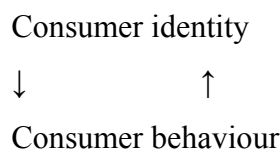
3. Consumer identity.

After having discussed identity in general terms above, we will now discuss identities linked to consumer behaviour (cf. Solomon et al. 2002). Following the line of thought mentioned above, we could say that as consumers we also have a **consumer identity**. Our identity as consumers is a result of the social role we play as consumers. Consumers can be regarded as actors on the marketplace stage. According to role theory, consumer behaviour is the way one plays the role of the consumer, or the way one acts out one's identity as consumers. One approach to understanding consumer identity is to study **consumer behaviour**. The field of consumer behaviour is a vast area of research: "... *it is the study of the processes involved when individuals or groups select, purchase, use or dispose of products, services, ideas or experiences to satisfy needs and desires*" (Solomon et al. 2002: 5). Our consumer behaviour cannot be viewed separately from all other behaviour because we all have other roles or identities as well. The consumer may also be a parent, the provider of the family and so on. (Solomon et al. 2002).

We may also view the consumer from another perspective. Consumer behaviour is not only about choosing products, it is also about what we communicate by consumption related activities. What, where, when and how we consume says something about who we are, what we mean, who we want to be and/or how we want to be perceived (Solomon et al. 2002).

For some people consumer behaviour is not only an important aspect of life, but in fact a total way of life: "*I shop therefore I am*". This might not be typical of consumer behaviour, but this shows how important consumer behaviour can be in people's lives. As our consumer behaviour develops over time it may also influence or shape our consumer identity. Consumer identity may explain why a person has distinct consumer behaviour, but on the other hand this

consumer behaviour also has an effect on how we view our self as consumers or how our consumer identity develops. Consumer identity may explain why a person buys a certain soft drink (“I buy X because I am Y”), but the continuous consumption of this soft drink may also affect this persons consumer identity (“I am (better) Y because I buy X”) Consumption is also about how we want to be perceived (“I buy X because I am Y, but I want to be perceived as Z”) (cf. Solomon et al. 2002). The relationship between consumer identity and consumer behaviour may be described as this:



The role or identity as a consumer is therefore multi-dimensional: “... *as consumers we can be choosers, communicators, identity-seekers, pleasure-seekers, victims, rebels and activists – sometimes simultaneously*” (Solomon et al. 2002: 6).

Some might question whether or not identity can be built on being a consumer and/or consumerism. If one person’s consumer identity is more dominant for that person than other identities, one might assume that this person has a limited view on life. There is a danger that the rationality of the consumer is used by the consumer in other spheres of life as well, for instance when it comes to inter-personal relationships. Having several alternatives to one’s consumer identity is therefore important to consider.

The development of our consumer identity cannot be viewed only from the consumer perspective. The perspective of the manufacturer must also be taken into account. The manufacturer naturally wants to sell as much as possible of his products and services. Various forms of **marketing strategies and commercials** are often used to influence the consumer in order to buy more of the manufacturer’s products and services (Solomon et al. 2002). In light of this we might view **commercials as identity building**. The commercial’s main aim is to persuade us to buy certain products or services. In order to accomplish this, commercials seems to strengthen certain aspects of one’s total identity or specific identities. First of all commercials strengthen our identity as consumers of certain products and services. Our loyalty towards these products and services is strengthened through commercials. Being exposed to commercials for a specific soft drink on a regularly basis strengthens our loyalty to

this soft drink. Secondly commercials tend to use our identities in their marketing of products and services. Our identities as men, women, teenagers, middle age people, old people, and so on, are used in commercials as part of **market segmentation strategy**. A company that makes clothes may focus their commercial activities on one or several segments in the population, for instance teenagers and young people under 30 years of age (Solomon et al. 2002).

4. Ethnic and national identities.

Identities that deal with belonging to certain ethnic and national identities have one important thing in common. All these kinds of identities indicate, to some degree, that one lives in or has connections with certain geographical areas and cultural traditions. **Ethnicity** is one of the concepts used to distinguish social groups from each other. Members of ethnic groups see themselves, and are seen by others, as culturally distinct from other social groups. Ethnic groups are commonly distinguished from each other by language, history or ancestry, religion, and styles of dress or adornment (Giddens 1989). Examples of ethnic groups are the Sami people of Scandinavia or the Bask people of Spain. The ethnic identity is also linked to the different characteristics mentioned above. If some of these characteristics are taken away, by the ethnic group themselves or by others, the ethnic identity may be changed, decreased or may even disappear. Being able to express ones own thoughts in ones own language seem to be crucial for maintaining and developing an ethnic identity.

To define the territory of one ethnic group is often very difficult as ethnic groups often share (parts of) the same territory. The borders between different ethnic groups may be fluid and may also be something that ethnic groups do not agree. The conflict in the former Yugoslavia is a very good example on ethnic conflicts over territory. The former Yugoslavia is also an example of how one **nation state** may consist of several ethnic groups. Most European nation states consist of only one major ethnic group, but most European nation states also consists of several ethnic minorities. Many ethnic groups in Europe do not govern themselves, but are part of multi-ethnic nation states. Their feeling of identity may be towards their ethnic group and/or towards their nation state. To uphold the same degree of loyalty towards both the ethnic group and the nation state may be difficult for the individual (Unwin 1998).

Modern nation states are also associated with **nationalism**, the ideology that links nation/ethnic group to state. The wish for ethnic homogenous sovereign states is problematic in most part of the world. Very few European states may be labelled as ethnic homogenous, and with the ongoing immigration through out Europe this notion of the nation state is not a realistic one (Unwin 1998). As we all live in nation states which consist of different ethnic groups it seems important to discuss the concept of **citizenship**. Being a member of a nation state means having certain **citizenship rights** such as civil rights (rights of the individual in the law), political rights (right to participate in the political process) and social rights (the right to enjoy a certain minimum standard of economic welfare and security) (Giddens 1989). These rights are of course the same for all citizens of a nation state, regardless of belonging to an ethnic group, but there have been examples of nation states where the citizen rights of certain ethnic group have been violated.

Being a member of a nation state also means having, to some degree, a **national identity** which reflects the person's attitudes towards the nation state. Identification with the nation state may vary between and within nation states, and one's national identity does not necessarily reflect one's ethnic identity and vice versa. For instance, a survey among the 15 EU countries in 1999 comparing European and national identity found that UK, Sweden, Finland, Greece and Portugal have a significant higher proportion of national identity than European identity. On the other hand, Luxembourg, Italy, Spain and France have a significantly higher proportion of individuals claiming European identity rather than national identity (European Commission 2000).

These results indicate that national identities may not be so important for many people compared to other identities. We have already discussed ethnic identity and its troublesome relationship with the nation state. The same troublesome relationship seems now to occur between the nation state and various forms of **regional identity**. People in Western post-modern societies seem also to identify with the larger region that they live in, such as Scandinavia or the Alp region. One example of regional identity which has been widely discussed in recent years is **European identity**. Our identity as Europeans has since the 1950's been influenced by the development of the European Union (EU). European identity has been clearly influenced by what happens within the EU. The expression "European" is more often been used synonymously as "EU citizen", "from the EU" etc. This simple example just shows how important the EU is in determining our view on what Europe and European is.

This also shows that Europe, European and indeed European identity is a social construction (Unwin 1998, Christiansen et al. 2001).

European identity may vary between and within nation states. For instance, the survey among the 15 EU countries in 1999 comparing European and national identity mentioned above found that UK and Greece have the lowest attachment to Europe while Luxembourg, Spain and Denmark have the highest attachment to Europe. The survey also showed that a significant majority of people in Finland, Denmark, France and the Netherlands do not agree that there is a European cultural identity shared by all Europeans. Almost 50% of the people in Greece and Portugal agree that there is a European cultural identity shared by all Europeans (European Commission 2000). It should be said that having one identity does not necessary exclude other identities. It is clearly possible to have a high degree of national identity combined with a high degree of regional and/or European identity.

Our focus on various ethnic, national and regional identities within Europe may have the consequence that we forget the broader picture. The concept of **global identity** may manage to focus on what all humans have in common rather what sets us apart from each other. Identities connected to ethnic and national identities indicate, to some degree, that one belongs to a certain geographical area or set of cultural traditions. This is true not only of national, regional, and European identity but also of global identity. Global identity does not necessary exclude other identities.

5. Conclusion.

In a post modern world where individualism is highly valued (cf. Giddens 1989), one might want to remind oneself that identities are social products. It is often maintained that we are free to choose the identity we want. This is however, as we have stated above, is a problematic point of view as a person's identity is only partly a result of personal choice. It is also a result of biology and society.

Identity related behaviour has changed somewhat in recent decades. The social pressure concerning how to act out many social roles has become more relaxed (cf. Giddens 1989). Being a woman, a man, a teenager or middle-aged person is more varied than for instance 50 years ago. This does not mean, however, that there will in the future exist a supermarket of different identities from which we all have the right to choose freely, and just

return those identities that we do not want.

All our identities are created in the dialectic process between social construction and personal choice. Whether we talk about our identity as a man or a woman, as a child, teenager or adult, as a consumer or as members of an ethnic, national or regional group, our behaviour is not fully a result of personal choice as there are social restraints to our behaviour. Sometimes the social pressure is strong and therefore the possibilities for individual choice are small, but at other times the social pressure may be weak and the possibilities for individual choice are greater. However, the assumption that one may not develop ones identity without taking into consideration the influence of society is not a realistic one (Giddens 1989, Eriksen 2001).

According to this argument, it is not fruitful to view the consumer solely as a person making rational individualistic choices not affected by outside factors. Consumer behaviour is indeed a product of the interaction between the consumer and society. Both our identities and behaviours as consumers are created in the dialectic process between social construction and personal choice (Solomon et al. 2002).

In a more commercialized society, where commercial interest and commercial influenced identities are increasing in strength, it is important to understand how identities are made and shaped by social factors. To construct identities which are not strongly influenced by commercial interests is very important. The educational system, including the teacher education, has a great responsibility in this area.

References.

- Bendle, Mervyn F. (2002): The crisis of “identity” in high modernity. *British Journal of Sociology* (53), 1 (March): 1 – 18.
- Brubaker, Rogers and Cooper, Frederick (2000): Beyond “identity”. *Theory and Society* (29): 1 – 47.
- Christiansen, Thomas et al. (ed.) (2001): *The Social construction of Europe*. London: Sage Publications.
- Eriksen, Thomas Hylland (2001): Identitet [“Identity”], in Eriksen, Thomas Hylland (ed.): *Flerkulturell forståelse [“Multicultural understanding”]*. 2. utgave [Second edition]. Oslo: Universitetsforlaget [Oslo: Scandinavian University Press].
- European Commission (2000): *How Europeans see themselves: Looking through the mirror with public opinion surveys*. Brussels: European Commission.
- Giddens, Anthony (1989): *Sociology*. Cambridge: Polity Press.
- Solomon, Michael R. et al. (2002): *Consumer behaviour: A European perspective*. Second edition. Essex: Prentice Hall.
- Unwin, Tim (red.) (1998): *A European geography*. London: Prentice Hall.

Appendix 1. Overhead presentation.

1. Introduction.

2. Identity.

- Identity
- Social groups and categories
- Dimensions of identity
- Behaviour
- Social role

3. Consumer identity.

- Consumer identity
- Consumer behaviour
- Marketing strategies and commercials
- Commercials as identity building
- Market segmentation strategy

4. Ethnic and national identities.

- Ethnicity
- Nation state
- Nationalism
- Citizenship
- Citizenship rights
- National identity
- Regional identity
- European identity
- Global identity

5. Conclusion.

Appendix 2. Learning material.

The learning material is constructed as several questions which the students should discuss with each other and then respond to. Some questions imply doing content analysis of commercials and other sources such as the internet. The learning material may be used during or after the lecture is held.

1. Identity.

1. How would you describe your identity?
2. What social groups and categories do you belong to?
3. What identities are the most important ones for you?
4. What identities are of less importance for you?
5. What obstacles may occur when you are playing out your social roles?

2. Consumer identity.

1. How important is your consumer identity to your overall identity?
2. How will you describe your consumer behaviour?
3. How are you influenced by marketing strategies and commercials?
4. Find examples of commercials which also can be viewed as identity building.
5. What market segmentation do you belong to?

3. Ethnic and national identities.

1. What kind of ethnic, national and regional groups do you belong to?
2. Find examples of commercials which promote certain ethnic, national or regional identities.
3. Find examples of commercials which can be viewed as nationalism or propaganda for a certain ethnic group, national state or region.
4. Find examples of commercials of the same product from different countries. How is national identity present in these commercials?
5. How does the European Union describe and promotes itself? Look for instance on the EU website (URL: <http://europa.eu.int/>) or in their documents.

Appendix 3. Evaluation.

An earlier draft of this lecture has previously been tested out on a group of Norwegian teacher students on 22 January 2003. The audience was teacher students at Hedmark College, Faculty of Teacher Education in Hamar, Norway. The students were in their fourth and last year of their teacher education. This lecture was held as part of a lecture series on the module “European society” (“Europakunnskap”). The title of this lecture was “The future of Europe” (“Framtidens Europa”) and was given as an integrated part of the module. About 15 out of about 35 students attended the lecture, which was a normal attendance score for this class.

The lecture did for the most part focus on European identity and the efforts which are made within the EU to strengthen European and pro-EU identity. The enlargement and development of the EU in the future were discussed. This was followed by a discussion on regional identity in Europe. The main part of the lecture did focus on European identity. Various interpretations of “Europe” and “European” was discussed and thereafter linked to the EU. The concept of identity and various kinds of identities were discussed. Consumer identity was discussed in detail. National, regional and global identities were also discussed. The lecture was concluded with a discussion on various perspectives on European identity.

The lecture was well received by the students and many fruitful comments were made during the discussion periods of the lecture. The discussion on consumer identity was especially interesting. Some students did not see right away that consumer behaviour was more than consuming, but also could be viewed as way of expressing who we are or want to be. However, several students did see that point and a fruitful and interesting discussion followed.

The discussion concerning consumer identity showed the need for developing ways in which the students could further work with this subject. I have therefore tried to develop some learning material in connection to this lecture which can be found in appendix 2.

These students were all experienced students who had some knowledge in social science before they started on this module. An over all judgment of this implementation is that this lecture and this theme were very well suited for this student group. This lecture is therefore best suited for students who have some knowledge in social science to start with.

CONSUMER CITIZENSHIP EDUCATION
Contribution to seminar, May 5-6, Lisbon, Portugal

LESSON PLAN, Norway, Victoria W. Thoresen

Title	Consumption—past and present
Time	9 hours
Class level	Undergraduate and graduate teacher training
Objectives in the curriculum	-Become acquainted with the different definitions of consumption throughout history -Acquire a rudimentary knowledge of social economic history and the changes from consumption based on reciprocity, and redistribution, to the market economy. -Gain basic knowledge about the social and economic processes influencing the development of products and services
Connection to school subjects	Interdisciplinary links with the following areas: <ul style="list-style-type: none"> ▪ Social studies (sociology, history, psychology) ▪ Natural sciences (man and nature) ▪ Economics
Local association	Local historical sources (books, journals, museums) Contact with producers of product or service
Working methods and organization	<p>1 contact hour: active learning (discussion, mapping)</p> <ul style="list-style-type: none"> - The lecturer introduces the concept of consumption. - Students contribute their suggestions as to definitions of consumption. These are collected on a board or large paper under three main headings: „Individual development, Social activity, A tool for economic development“. <p>2 hours of group work: (cooperative groupwork, information search,)</p> <ul style="list-style-type: none"> - The students are divided into groups and given the task sheets with different definitions of consumption and the list of theoreticians. Based on what they know and what they can gather of information, they work together to match theoreticians and definitions. <p>2 contact hours:</p> <ul style="list-style-type: none"> - Students present their findings; class discussion lead by the lecturer <p>1 contact hour: (lecture)</p> <ul style="list-style-type: none"> - Lecture on the major aspects of the history of social economic development in the western world (background material for lecture attached here) <p>2 hours of groupwork: (research and preparation for presentation)</p> <ul style="list-style-type: none"> - The studentgroups are asked to chose one product or service which is important to them today. They shall briefly describe the product/service’s development since it was first initiated up to today. What effects has the product/service on society and the environment? Has it affected the quality of life? If so, how? Has the consumer has any influence on the development of the product/service? - The groups can search for information in the libraries, museums, on the internet,etc. <p>1 contact hour: (presentations and evaluations)</p> <ul style="list-style-type: none"> - The groups present their findings. - students and lecturer evaluate the learning process and reflect upon the experience gained.
Use of room (inside/ outside), education material	<p>Inside:</p> <ul style="list-style-type: none"> -Task sheets about definitions and theoreticians -Timechart of social economic development -Library, mediatek, internet sources for reference <p>Outside:</p> <ul style="list-style-type: none"> -museums, libraries, local manufacturers

Questions to be discussed	<ul style="list-style-type: none"> - Which of the definitions of consumption are, in your opinion, most predominant in your country today? - Are there other definitions of consumption which are not included in the task sheet list? - Are any of the definitions placed in categories in which you feel they do not belong? Which and why? - Is the general description of social economic history applicable to all societies on earth? - Which societies do not yet have market economies? - Which societies have mixed economic systems? -In ancient times society was divided into distinct classes. Individual consumption was determined by which social class he/she belonged to. Is the same true today? If not, why not?
Comments	<p>The topics presented here are vast and the time to explore them is very limited. Thus it is important that the information dealt with is highly relevant to the students themselves and their consumption behaviour and products/services which are important to them. The main goal of these kinds of introductory lessons is to interest students in going deeper into the subjects themselves, or motivating them to take other classes which deal in greater detail with the topics presented here.</p>
Weblinks, reference materials	<ul style="list-style-type: none"> -Brewer,John; Porter, Roy; <i>Consumption and the world of goods</i>, Routledge, UK, 1993. -Cross, Gary; <i>The moral economy of needs</i>, Routledge, London 1993. -Gabriel, Yiannis; Lang,Tim; <i>The Unmanageable Consume</i>; Sage Pub, London, 1995. -Luz,Mark; Lux,Kenneth; <i>The challenge of humanistic economics</i>, California,USA,1979. -Corrigan, Peter; <i>The sociology of consumption</i>;Sage Pub. London, 1997. -Miller, Daniel; <i>Acknowledging consumption</i>;Routledge Pub, London, 1995.

Task sheet A

Lesson plan Norway

Victoria W. Thoresen

Definitions of consumption/consumerism

40 000 years ago when a Cro Magnon man taught his son which stones to select or which shells to keep in order to have trinkets to offer the girl he wanted as a companion, a basic form of consumer education was taking place. When he took his son with him on trips to faraway places to find even better products, he was imparting essential consumer information in terms of the society in which they lived.

The content and form of consumption has changed according to the phases of development which civilizations have gone through. To a great extent it is the values and norms of a society which determine the importance of the material world. The symbolic quality of the Cro Magnon's shells and stones, or the king's crown or the modern film star's sports car is a collective acceptance of the role which these commodities play. Consumption of products and services determines social status, and contributes to the creation of personal and group identity. Thus it is important to understand both the symbolic value of commodities and services as well as the system which produces, distributes and markets these.

Yiannis Gabriel and Tim Lang define "consumption" in their book, *The Unmanageable Consumer* (1995) in the following way:

1. Consumption is the source of the "good life"
2. Consumption is the ideology behind conspicuous consumption (demonstrating one's material possessions in order to reinforce one's social rank or prestige)
3. Consumption is the economic ideology behind global development
4. Consumption is the political ideology in which the free market represents updated, desirable products and services, while the state represents aging, not as effective services.
5. Consumption is a popular movement which seeks to protect consumer interests and rights.

Other definitions of consumption can be categorized in the following manner:

As a part of individual development

1. Consumption is the creating of identity.
2. Consumption establishes cultural bonds and contributes to the exchange of cultural information.
3. Consumption contributes to improving or reducing one's self-image.
4. Consumption is a means of fulfilling one's basic needs.
5. Consumption is a means of fulfilling one's desires and dreams.
6. Consumption is a source of insight and empathy.
7. Consumption is entertainment and novelty.

8. Consumption is the expression of worldly desires, greed and egoism.
9. Consumption is testimony to freedom of choice and opportunity.
10. Consumption is a cause of increased competition.
11. Consumption is the source of various forms of personal crisis.
12. Consumption is an interpretation of the meaning of life in economic/material terms.
13. Consumption is an escape from self analysis and reflection.
14. Consumption is self-reinforcing behavior

As a part of social activity

1. Consumption is communication and adaptation (the concrete expression of attitudes such as friendliness, hospitality, servitude and generosity).
2. Consumption is a symbol for success, status giving.
3. Consumption is a means of fulfilling collective needs.
4. Consumption is a means of fulfilling collective desires and dreams.
5. Consumption is a means of just distribution of resources and opportunities.
6. Consumption is a cause of heterogeneous subcultures.
7. Consumption is a cause of homogeneous lifestyles.
8. Consumption is cause of increased disparities between people and groups.
9. Consumption is a cause of the marginalization of groups.
10. Consumption is a reason for the increase in poverty.
11. Consumption is a reason for increased competition.
12. Consumption is a cause of crime, terror and warfare,

As a tool for economic activity

1. Consumption is a requirement for and a stimulant to production.
2. Consumption is an essential element of market economy.
3. Consumption is a stimulant to economic growth.
4. Consumption is a prerequisite for economic growth.
5. Consumption is a source of economic choice.
6. Consumption is an incentive to economic growth in other countries and regions.
7. Consumption is a hindrance to economic growth in other countries and regions.
8. Consumption is a danger to the natural environment.
9. Consumption is a danger to local social environments and traditions.
10. Consumption is a stimulant to destruction (warfare, etc.) as reconstruction generally costs ten times that of original construction.

Task Sheet B

For student use

Lesson plan, Norway Victoria W. Thoresen

Researchers and theoreticians whose work deals with issues of consumption

Adam Smith

Jean Baudrillard

Pierre Bourdieu

Thorstein Veblen

Martin Luther

James Dusenberry

Marcel Mauss

David Hume

John Stuart Mills

Karl Marx

John Rushkin

Max Weber

Abraham Maslow

Montesquieu

Thomas Hobbes

Keynes

Bjørn Hatne

Quensnay

Emanuel Kant

Johan Galtung

Lawrence Kohlberg

The United Nations Development Program (Human Development Report 1998),
"Our Common Future" Brundtland Report,

World Watch Institute

International Club of Rome

Peter Corrigan

Eric Fromm

Max-Neef

Daniel Miller

Gary Becher

Arundhati Roy

Stuart Ewen

Mary Douglas

M. Lutz

Mukerji

C. Geertz

Levy og Mick

Erik Allardt

Antilla

Niezabitowski

E.J. Mishnan

(Scitovsky) Bauman

M. Featherstone

E. Schumacher

Iode Lutzenberger

Ottar Brox

Task Sheet B

For teacher's use only

Lesson plan, Norway Victoria W. Thoresen

Researchers and theoreticians whose work deals with issues of consumption

(Numbers correspond with list of definitions on Task Sheet A)

As a part of individual development

1. Thorstein Veblen , Max Weber, Stuart Ewen, Mary Douglas
2. Pierre Bourdieu, C. Geertz, Peter Corriga
3. Karl Marx, Levy og Mick
4. B. Hatne, Johan Galtung, Max-Neef
5. B. Hatne, Johan Galtung, Max-Neef
6. Montesquieu
7. (Scitovsky) Bauman, Bourdieu , Jean Baudrillard, Seabrook, M. Featherstone
8. Martin Luther, Eric Fromm, Adam Smith, E. Schumacher, David Hume
9. Lash og Urry
10. Jean Baudrillard; Lee; Marcuse, D. Miller, Mandelson
11. Wenche Haaland
12. Gary Becher, M.Lutz
13. Gary Becher
14. Thomas Hobbes

As a part of social activity

1. Marcel Mauss, Mukerji, Vebelen, Mary Douglas og Isherwood
2. Veblen, Weber, James Dusenberry, Pierre Bourdieu
3. Abraham Maslow, Wirak, Erik Allardt, B. Hatne , Johan Galtung, Max- Neef, John Hicks, Antilla, Niezabitowskin
4. Gossen, E.J. Mishnan , John Rushkin
5. Lewis, Adam Smith, Emanuel Kant, Sen, R.Rorty, Lawrence Kohlberg

6. The United Nations Development Program (Human Development Report 1998),
7. The United Nations Development Program (Human Development Report), Iode Lutzenberger
8. The United Nations Development Program (Human Development Report), Ottar Brox
9. The United Nations Development Program (Human Development Report)
10. "Our Common Future" Brundtland Report, World Watch Institute
11. David Korten
12. Johan Galtung

As a tool for economic activity

1. Jean Baudrillard, Keynes, Adam Smith, Quensnay
2. Keynes, Adam Smith,
3. John Staurt Mills
4. Adam Smith
5. Keynes, Adam Smith, Quensnay
6. The United Nations Development Program (Human Development Report) , "Our Common Future" Brundtland Report, World Watch Institute
7. The United Nations Development Program (Human Development Report) , "Our Common Future" Brundtland Report, World Watch Institute, International Club of Rome, Lasch, Edward Goldsmith, Brandt Rapport(1992)
8. The United Nations Development Program (Human Development Report) , "Our Common Future" Brundtland Report, World Watch Institute, International Club of Rome, Lasch, Edward Goldsmith, Brandt Rapport(1992)
9. Argyle
10. Arundhati Roy

CONSUMER CITIZENSHIP EDUCATION

Contribution to seminar, May 5-6, Lisbon, Portugal

LESSON PLAN, Norway, Victoria W. Thoresen

Background material for lecture

Brief description of central developments in social economic history which are connected to consumption

Basic forms of social economy

Five major forms of economy have characterized human civilizations. *Self-sufficiency* is a system in which the individual fulfils his/her own basic needs and desires (this has been and is common in simple hunting, fishing, and agricultural societies). *Reciprocity* is when direct exchange of products occurs without there being any middlemen. In ancient times this often had religious or magical overtones (such as with gifts, sacrifices). *Redistribution* is when the products move first from the producer to the centre (often the state administrator) and then are distributed back to the periphery after taxes are taken on the product. Another form is referred to as a *combination of reciprocity and redistribution* and contain elements of both of the aforementioned systems. A *market based economy* can be free market economy or a controlled (planned) market economy and can and has often existed simultaneously with systems based on self-sufficiency, reciprocity and redistribution.

Cultural exchange and communication

In self-sufficient societies, there exist close connections between that which was necessary for physical survival and what symbolized non-material needs. Acceptance was based on the degree to which one could contribute to the community and particularly to the security of the group. Love was synonymous with cooperation, protection, reproduction and caring. Needs and wishes were closely related.

The Vikings represented a society which was based on a self-sufficient economy, but had elements of reciprocity and capturing. Consumer behaviour was a means of communicating and indicating cultural adherence. An intricate brooch, a decorated sword or a well built boat gave status and created identity.

Egyptians, Mesopotamians, Chinese, Indians (from India) had societies which were characterized by economies of redistribution. Long distance trade, sometimes with rare raw products and metals was common. In principle it was the king, high priest or ruler who carried out the trade. Prices were regulated by convention and not after demand or merit. These civilizations had administrations, written languages, money, transport systems, cities and city-states, mathematical knowledge and relatively advanced astronomy. They could use fire, wind, water and tides as sources of energy in addition to animal power. The technological inheritance from these civilizations has dominated human history for over a thousand years. Patterns of conspicuous consumption similar to those of these societies are in evidence even today.

Conspicuous consumption

The Egyptians, Mesopotamians, Chinese, Indians, Greeks and Romans had cultures in which there existed two classes: the rich and the poor. The middleclass was nearly nonexistent. For the upper-class there was not even a question of fulfilling basic needs. These were automatically fulfilled. Conspicuous consumption, ostentatious consumption was

common. It was accepted that the upper class had inherited or god-given right to use society's resources for the fulfilment of their luxurious desires.

Combination economies

Combination economies (reciprocal and redistributive) became widespread in the classical period. This form of economy often had the intention of equal distribution of income. Religious ceremonies where animals and possessions were sacrificed were a form for redistribution. Amongst many Latin American Indian cultures, heads of well-to-do families had the responsibility of arranging annual festivals where everyone could eat as much as they wanted and various gifts were given. Consumption was controlled by strict cultural traditions and often limited to what one acquired through channels of redistribution.

Social awareness of collective needs and desires

Parallel with the development of the above mentioned societies, religious leaders and philosophers began to question the patterns of consumption and to demand more just distribution of resources. There was increased focus upon the balance between spiritual and material needs and desires. Moderation in terms of consumption was called for. Buddha, Moses, Christ, and Mohammed focused upon the responsibility the rich had for the poor and for the community as a whole. The counterweight to greed was education and insight into the purpose of life, which was centred on spiritual growth rather than material predominance. Plato appealed for limits to riches as a means of preventing serious conflicts. Aristotle claimed moderation was a vital moral challenge.

Market based economies

The advent of market-based economies required the charting of sources of raw materials and the developing of technology for production. Production became specialized and advertising gained greater importance. New challenges arose, such as more extensive transport of raw materials and products, new systems of tolls and tariffs, and diverse ways of handling profit and investments. Market economies provided a larger range of products to those who had the resources and power to purchase them.

Feudalism

Feudalism was a class system in which land was owned by a select few while the remaining people worked for the landlord. The king was at the top of the social ladder and distributed the land. Feudalism has existed in all corners of the earth but has been widespread in Europe. For a period of several centuries, tradesmen, merchants and those involved in finance were considered less worthy than landowners. Consumption which exceeded fulfilment of basic needs was the privilege of the landlords.

Money economy and the market

During the transition in Europe from feudalism to mercantilism, money-based economy became a reality in the countryside as well as in the urban areas. Gutenberg's printing press had contributed to the unprecedented spread of culture and knowledge. New thinking within science and technology was not as controversial as it had previously been. Individual investment and profit making became more widely accepted as Protestantism gained more ground. A new middle class was on the rise with new consumer habits.

Mercantilism

New technological discoveries, new religious attitudes, a significant increase in population following the period of the Pest and the rapid growth of an urban middle class

were all factors which contributed to the rise of mercantilism. Trade expanded to all the continents. Raw materials were exported and gold and silver were exchanged for natural resources to the degree that countries became dependent upon the price of gold and silver.

Elite consumption of the upper class prior to the industrial revolution

Until the middle of the 1700's consumption was on the whole a matter of which class one was born into. One's consumption patterns confirmed one's social rank and supported political exigencies. Particularly in the era of colonialism, consumption of products such as tobacco, tea, coffee, opium, silk, cotton and jewels provided impetus for trade with Europe's colonies in Asia, Africa and America.

By the end of the 1700's the industrial revolution was just around the corner and questions were being raised as to which needs the individual had and which responsibilities society had. One of the main concerns was how greed and egoism could be controlled in a market economy. The consumption of the elite which resulted in the extremes of riches and poverty fired the anger and frustration of the lower and middle classes. Political opposition grew and revolutions occurred both in Europe and in their colonies. Demands were made for just distribution of resources and opportunities as well as representative government.

The industrial revolution

The industrial revolution and the effects of two world wars are by most researchers accredited with causing the transformations in production, distribution and consumption which have brought mankind to the era of mass consumption. The industrial revolution went through four phases:

- the use of machines in production
- the use of machines to produce machines
- the use of science (especially chemistry) to achieve economic goals
- the scientific use of science to achieve economic goals (the planing of technological development)

Parallel to these developments, the growth of political ideologies based upon analysis of the function of production and consumption gained more and more territory. Both communism and capitalism focused upon the accessibility of commodities and the conditions of production and marketing

Mass consumption

Mass consumption required mass production. The industrial revolution and the two world wars stimulated this. The accessibility of products and services caused significant changes in daily life. America, more than any other country at the time, had built up a post-war economy that provided a wide range of consumer products for the common man. By 1960, New York City had several television channels, billboards with huge advertisements and large department stores with a myriad of products everything from pink elephants to miniature satellites.

Consumer policy

Extensive consumer lobby activities promoting consumer interests and demanding improved consumer protection started in the early 1960's. By 1963 President J.F. Kennedy had announced that consumer rights were to be seen as supplementary human rights. Consumer policy dealt mainly with how the private household could make sure that they got a fair deal, that they got value for their money. Consumer politics and the surge for improved consumer protection by increased laws and regulations were the main focus of consumer activities in the 1970's not only in the USA but in Europe and other parts of the world. A

milestone was reached in 1985 when the United Nations approved the Guidelines for Consumer Protection. These guidelines were updated and re-approved in 1999.

Sustainable development

The central emphasis of consumer activism in the 80's was the environmental responsibility which producers and consumers had. A growing concern was how to encourage moral, conscientious consumption which would lead to sustainable development. The World Commission on environment and development, the so-called Brundtland report, "Our Common Future" coined in 1987 the phrase "sustainable development" as

"development which meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains two key concepts: -the concept of "needs", in particular the essential needs of the world's poor, to which overriding priority should be given; and -the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs"

Consumption and the cultural identity of objects

Consumer anthropology, consumer psychology and consumer sociology sprang up in the late 1990's as acceptable areas of study. Consumer behavior was no longer merely an economic factor related to a market economy's growth or recession. It became legitimate to speak of the cultural identity of things, of objects. The impact of consumption patterns on human relationships began to be analyzed in depth.

Science, information and technology revolution

The rapid development of science and information and communication technology has radically changed consumption patterns. Due to the advancement of information and communication technology, cultural (and also commercial) symbols are now transported to all corners of the globe to a degree never experienced in former decades. This provides the opportunity for a greater range of consumption choices. Rituals, language, ideologies, politics and images of commercial role models spread rapidly.

The mobility of money has also affected consumption. Money is a common denominator which makes it possible to compare a vast number of services and commodities. It is no longer necessary to have a pile of cowrie shells in one's pocket, or a cow in tow in order to fulfill one's needs and acquire one's desires. 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.

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 trends.

Knowledge is not only a competitive advantage in the global economy, it is a prerequisite for sustainability. (UNDP 2001) The transferral of knowledge requires of scientists new manners of pooling and displaying their results. Of consumers' it requires greater understanding of the significance of the scientific findings. The scientific knowledge needed by the consumer is being

used among other things for verification of production processes, product quality and safety, disposal requirements, and ethical standards and practices. It facilitates monitoring of environmental and social impacts of production, marketing and consumption.

Civic action and consumption

Only a century ago, the focus of political involvement had mostly to do with production and employment policies. The increasing mobility of populations, production, symbols, money and information has brought consumption to the foreground of civic action. 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, be they social or economic, central to democracies. Industry and business, significantly influence both the manner in which nations acquire resources for governance and social welfare as well as determine to a great extent nations’ priorities for economic and social growth.

Unprecedented opportunities for exchange of knowledge, for debate, complaint, redress, guidance and change initiation have come into existence. New forms of people’s participation have evolved for influencing agendas and increasing collaboration. The need has arisen for discriminating consumers who can interpret relevant information and corporate messages in order to make choices that emphasize the demand for corporate social and environmental responsibility-- prudent choices that contribute to universal human development and intra-generational equity.

Consumers of today use both their pocket books as well as policy instruments (such as petitions, press-releases, and collective campaigns) and are becoming better able to achieve legitimate involvement such as informed participation in public consultation-- voicing views, assessing risks, considering consequences. This has already been documented in cases where consumers are involved in participatory and accountable budgeting, monitoring performance, lobbying and e-mail governance. (HDI 2002) It is through such involvement that the consumer citizen may be better able contribute to greater transparency, better health policies, and increased advocacy.

A recent definition of consumer citizenship is as follows

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.

References

1. Corrigan, Peter; *The Sociology of Consumption*, Sage Pub., London 1997
2. Miller, David; *Acknowledging Consumption*, Routledge Pub. London 1995.
3. UNDP, United Nations Development Program, Human Development Report 1998, Oxford Press.
4. Kingwell, Mark; *The world we want: about citizenship in a global society*; Penguin, 1999.
5. UNDP, Human Development Report 2002 s. 15
6. Frønes, Ivar; *På sporet av den nye tid*.s. 11-55, Fagbokforlaget, Bergen, 2000
7. Gabriel, Yiannis & Lang, Tim; *The Unmanageable Consumer*; s. 1-26, Sage Pub, London 1995.
8. Blindheim, Trond; Jensen, Thor Øyvind; Nyeng, Frode; *Forbrukeren – helt, skurk eller offer?*; s.15-175, Cappelen Akademisk Forlag, Oslo, 2000
9. Bohman-Larsen, Jacob; "Fra økt forbruk til økt livskvalitet" 1999
10. Cross, Gary; Time and Money, " *The modern moral economy of needs* ", s. 17-45, Routledge, London, 1993.
11. Brewer, John & Porter, Roy; *Consumption and the world of goods, "Coming up for air: consumer culture in historical perspective"*s. 19-35, Routledge, UK, 1993
12. Lutz, Mark & Lux, Kenneth; *The challenge of humanistic economics*, utvalgte kapitler. Calif. ,1979
13. Nyeng, F; *Postmoderne forbrukeradferd—når forbruk blir ekspressiv livsstrategi*. Magma nr.1, 1999
14. Søderberg, Johan & Magnusson, Lars; Kultur og konsumtion i Norden 1750-1950; Finsk Historiell arkiv 110:2. Finland, 1997
15. Mason, Roger; *The economics of conspicuous consumption*, Elgar Pub, Cheltenham UK, 1998
16. Strasser, Susan & McGovern, Charles & Judt Matthias; *Getting and spending, European and American consumer societies in the twentieth century*; Cambridge University Press, UK, 1998.

CONSUMER CITIZENSHIP EDUCATION
Contribution to seminar, May 5-6, Lisbon, Portugal

LESSON PLAN, Norway, Erik Brøntveit and Victoria W. Thoresen

Title	Consumer culture
Time	4 hours
Class level	Undergraduate and graduate teacher training
Objectives in the curriculum	-acquire knowledge of the history of consumption -acquire knowledge about the impact of consumption on human development -gain insight into the inner dynamics of consumer culture
Connection to school subjects	Interdisciplinary links with the following areas: <ul style="list-style-type: none"> ▪ Social sciences ▪ Ethics and religion
Working methods and organization	<p>1 contact hour:</p> <ul style="list-style-type: none"> ▪ the lecturer introduces the topic of consumer culture (see overhead transparencies attached) ▪ the class discusses among other things the following dilemmas which development and increased consumption bring with them: <ul style="list-style-type: none"> -the sacrifice of quality for quantity -the replacement of long-term benefits for short-termed benefits -the increase of competition at the expense of cooperation -the depreciation of human dignity for material wealth -the replacement of individual (or cultural) identity by stereotypes more globally accepted <p>2 hours of individual work: The students are given the attached Task Sheet which lists five major claims made by the United Nations Development Program about consumption (Human Development Reports 1998/2002). The students are asked to work cooperatively in groups and choose one statement which they then find information which supports and/or rejects the claim.</p> <p>1 contact hour: active learning methods (presentations, discussions etc.)</p> <ul style="list-style-type: none"> ▪ students make presentations of their group work (the pros first, then the cons) ▪ students and lecturer round up a discussion with reflections on the experience gained.
Use of room (inside/ outside), education material	Inside: Overhead projector, task sheets, group rooms, reference materials, computers/access to internet
Questions to be discussed	These are additional questions after the main discussion <ul style="list-style-type: none"> - What products/services have you (student) bought/used during the last week which were chosen on the basis of how much they contributed to sustainable development? - How do you ensure your personal identity and/or cultural identity when you make consumer choices? Is this important for you? Why/why not? -Can you give any examples of companies functioning in the modern market which are based on cooperation rather than competition? -Can you give examples of other specific areas of development (medical, scientific, technological,etc) which were previously characterized by keen competition but which now function basically through cooperation?
Comments	This lesson opens for many issues and discussion should allow for following directions which the students express special interest or concern for. It is important to connect abstract explanations and examples to the everyday experiences of the students.

CONSUMER CITIZENSHIP EDUCATION
Contribution to seminar, May 5-6, Lisbon, Portugal

LESSON PLAN, Norway, Erik Brøntveit and Victoria W. Thoresen
Consumer Culture

Task Sheet

The United Nations' Development Program makes the following five statements in the Human Development Reports of 1998 and 2002.

What information can you find which supports these statements? Can you find information about developments which disprove these statements?

1. The world's dominant consumers are overwhelmingly concentrated among the well-off, but the environmental damage from the world's consumption falls most severely the poor.
2. Competitive spending and conspicuous consumption turn the affluence of some into the social exclusion of many.
3. Poor people and poor countries bear many costs of unequal consumption.
4. Globalization is creating new inequalities and new challenges for protecting consumer rights.
5. Increases in consumption must also nurture links to *human* development.



CONTRIBUTION OF THE LITHUANIAN TEAM



www.theodora.com/flags



Alvyda Paceviciute

I. Curriculum for Consumer Education in the initial teacher training institution (Lithuania)

INSTITUTION	PEDAGOGICAL UNIVERSITY, LITHUANIA
DEPARTMENT	SOCIAL PEDAGOGY
Year	IV
COURSE	CONSUMER EDUCATION
Credits	2 (80 hours)

<p>The Aims of the course are</p> <ul style="list-style-type: none">*to give future educators a basic understanding about the consumers, their rights and duties, consumer rights protection, consumer patterns, principles/theories of consumer behaviour,*to familiarise students with consumer education aims, objectives and methodologies*to help students choose appropriate methodologies for different age consumer groups. <p>By the end of the course the students will have acquired the following:</p> <p>1. Knowledge of</p> <ul style="list-style-type: none">▪ consumer protection strategies and guidelines for activity;▪ consumer behaviour patterns, types and main characteristics;▪ principles/theories of consumer education. <p>2. Skills of</p> <ul style="list-style-type: none">▪ analysing today's market structure and its relation to the consumers;▪ analysing consumer behaviour patterns in relation to other research;▪ choosing appropriate consumer education methodologies for different age groups. <p>3. Attitudes of</p> <ul style="list-style-type: none">▪ tolerance and social solidarity, confidence in democratic social and state institutions and willingness to improve their effectiveness;▪ tolerance and responsibility in assessing consumer problems;▪ respect and openness to all ethnocultural traditions of Europe and the world and willingness to promote and develop these traditions.
--

<p>Methods:</p> <ul style="list-style-type: none">▪ During the contact hours active methods are used (mosaic, map etc)▪ Individual work consists of<ul style="list-style-type: none">- searching the internet for information, making presentations for colleagues;- using the information resources indicated by the lecturer ;- writing a paper on the topic: “ Social workers and consumer education”.

<p>FORM OF ASSESSMENT: written final credit test (graded); written paper</p>

II. SUGGESTED TOPICS TO BE INCLUDED INTO CURRICULUM

No	Topic	Total hours
1.	Consumer policy strategies in the EU and in the Republic of Lithuania	6
2.	Consumer behaviour patterns and types. Main behavioural characteristics.	4
3.	External internal/personal factors affecting consumer behaviour. Decision-taking processes.	10
4.	Consumer education principles (theories). The aims and objectives of consumer education.	4
5.	Methodology of consumer education.: cooperative learning; learner-centeredness; learning games.	28
6.	Consumer education at the primary school stage.	4
7.	Consumer education at the basic school stage.	6
8.	Consumer education in teacher training programmes.	4
9	Consumer education in society: opportunities, forms, means etc.	10
10.	Consumption and society. (A consuming citizen/member of society).	4
		80

III. LESSON (LECTURE) PLAN, suggested by Lithuania

Title	Consumer policy strategy in the EU and in Lithuania
Time	6 hours
Class level	IV (distance education)
Objectives in the curriculum	To introduce the student to the consumer education strategies in the EU countries and in the Republic of Lithuania and to raise the students' awareness of the role of these strategies on the quality of human life.
Connection to school subjects	Interdisciplinary links with the following areas: <ul style="list-style-type: none"> ▪ Social studies (civic education; geography); ▪ Natural sciences (man and nature); ▪ Arts and technologies (technologies).
Local association	The course will help the students to get involved into the task of formation of a national policy through consumer education of different age groups.
Working methods and organization	<p>2 contact hours: active learning methods (discussion, mapping etc.)</p> <ul style="list-style-type: none"> ▪ the lecturer introduces the problem of the consumer and the state; ▪ raising issues for discussion; ▪ formulating questions for further individual student research (using the Internet). <p>2 hrs of individual work: information search and preparation for presentation.</p> <p>2 contact hours: active learning methods (presentations, discussions etc.)</p> <ul style="list-style-type: none"> ▪ students make informative presentations; ▪ questions to the audience; ▪ creating a mindmap on the board; ▪ students and lecturer round up a discussion with reflections on the experience gained.
Use of room (inside/ outside), education material	<p>Inside:</p> <ol style="list-style-type: none"> 1. Materials: "An Agenda 21 for Education in the Baltic Sea Region". Haga Declaration. Vilnius 2002. Ministry of Education and Science. 2. European Community Commission. Communique for the European Parliament, Council, Economic and Social Committee and the Committee of the Regions. 2002 –2006 consumer policy strategy. Brussels 2002. <p>Outside:</p> <ol style="list-style-type: none"> 3. A visit to Consumer Rights Protection Service (at the Ministry of Justice) to get acquainted with its activities.
Questions to be discussed	<p>The state and the consumer:</p> <ul style="list-style-type: none"> ▪ How is the consumer protected in the EU? ▪ What is the place of consumer protection in a sustainable development system of a country? ▪ How are people affected by market consequences in the absence of a state strategy. ▪ What should a state do to protect the consumer? ▪ What documents/legislation could protect a consumer? ▪ How could every consumer be informed about his rights and opportunities? ▪ What major principles of a state strategy could ensure consumer protection not just at the national level, but at the international level as well?
Comments	As you do your research on the Internet, please pay attention to the structures of consumer protection and education strategies. Focus on the structural differences and on the different objects/target of protection, as different countries have their own challenges and priorities.

**Web links,
reference
material**

Students search for information on the web and make presentations to colleague students.

Suggested websites:

Foreign:

<http://www.health.fgov.be/WHI3/krant/krantarch2002/kranttekstmay2/020507m05eu.htm>

www.esc.eu.int/pages/en/new/new.asp

<http://www.dti.gov.uk/COMMS/dtiexweb/pages/pg09c.htm>

<http://www.dti.gov.uk/consumer/whitepaper/>

<http://www.c2research.com/default2.asp?section=services&subsection=strategy>

<http://www.tssni.gov.uk/>

<http://www.fsa.gov.uk/pubs/cp/15/>

<http://www.asic.gov.au/fido/fido.nsf/byheadline/Consumer+education+strategy+2001+to+2004?openDocument>

<http://www.marketnewzealand.com/home/index/0,1455,SectionID%253D4557%2526ContentID%253D1706,00.html>

<http://www.mcgraw-hill.com.au/mhhe/marktng/hawkins/bkinfo.htm>

http://www.sterlingmarketing.co.uk/direct_to_consumer.htm

http://www.ofwat.gov.uk/aptrix/ofwat/publish.nsf/Content/wv_european_discussion

<http://www.wisc.edu/uwcc/icic/orgs/ica/struc/secret/region-off/Regional-Office-for-Asia-and-Pacific1/Asia-Pacific-Co-op-News-Vol-3-No-1--19961/Strategy-for-Consumer-Co-op1.html>

http://www.fsb.co.za/consumer_education_strategy.htm

<http://www.which.net/media/pr/may99/general/conference.html> asociacija

<http://www.adassoc.org.uk/summary/whitepap.html>

http://www.ipsos-reid.com/ca/sectors/dsp_consumer.cfm

<http://www.seanet.com/~westwatch/strat.htm>

<http://news.com.com/2100-1040-219864.html?tag=bplst>

<http://www.hc-sc.gc.ca/hecs-sesc/cps/lrrs.htm>

<http://www.wales->

consumer.org.uk/englishsite/press_pubs/press_releases/45eng.htm

Books on consumers:

http://www.pdma.org/bookstore/books/intlcon_review.html

<http://www.mhhe.com/catalogs/0256261903.mhtml>

<http://www.mcgraw-hill.co.uk/html/025622529X.html>

Lithuanian:

www.sc.vu.lt/kppg/istatymai/vartot-tei-gyn-istat.doc

www.tm.lt/min/default.asp?load=nvtgh.htm

www.pedagogika.lt/bs/s10.doc

www.consum.org/aktualijos

www.baublys.lt/vartotojai.html

www.lrinka.lt/Projektai/Vartotojai.phtml-27k

www.lta.lt/konfer_santraupos/3.5.1/sukys.doc

www.ada.lt



GUEST CONTRIBUTION FROM GERMANY



CONSUMER CITIZENSHIP EDUCATION

Contribution to seminar, May 5-6, Lisbon, Portugal

LESSON PLAN

Guest contribution from Prof. Dr. Heiko Steffens, Technische Universität Berlin

Title	Analysis of consumer information
Time	3 hours
Class level	Graduate teacher training
Objectives in the curriculum	- Develop an understanding of market-transparency, labelling, and informed choice
Connection to school subjects	Interdisciplinary links with the following areas: <ul style="list-style-type: none">▪ Economics▪ Social sciences (home economics)▪ Information and communication technology
Working methods and organization	<p>2 contact hours: A lecture describing the following points (see shortened version of lecture attached)</p> <ul style="list-style-type: none">▪ The consumer's basic right to information▪ The shortcomings of labelling▪ The importance of labelling▪ The objectives and tools of consumer policy▪ The frames of reference for informed choice (information-economics model)▪ Excerpts from the theory of markets with asymmetric Information <p>2 hrs of individual work:</p> <ul style="list-style-type: none">▪ Students are given enclosed list of Issues for discussion and choose a topic to research▪ Information search and preparation for presentation. <p>2 contact hours: active learning methods (presentations, discussions etc.)</p> <ul style="list-style-type: none">▪ students make presentations;▪ questions to the audience;▪ students and lecturer round up a discussion with reflections on the experience gained.
Use of room (inside/ outside), education material	Inside: Library, computers
Questions to be discussed	See attached sheet
Comments	This session contributes to a broader understanding of the processes involved in the interaction between the consumer and the market. Consumer citizenship is based upon such interaction.

List of participants

Developing Consumer Citizenship conference

5-6 May 2003 at the Higher School of Education of Lisbon, Portugal

1. Alistair Ross, U.K.
2. Eli Karlsen, Norway
3. Hanna Turetski, Estland
4. Martin Coppack, U.K.
5. Victoria Thoresen, Norway
6. Ragnhildur Gudjonsdattir, Iceland
7. Brynhildur Briem, Iceland
8. Ylva Malm, Sweden
9. Karin Hjalmeskog, Sweden
10. Margareta Grönkvist, Sweden
11. Christina Hark, Sweden
12. Piret Multer, Estland
13. Kolbrun Sigurdsdottir, Iceland
14. Lee Jerome, U.K.
15. Sulev Valdmaa, Estland
16. Mai Sulla, Estland
17. Loreta Zadeikaite, Lithuania
18. Irena Zaleskiene, Lithuania
19. Marekas Mociulskis, Lithuania
20. Mare Rais, Estland
21. Odd Helge Lindseth, Norway
22. Erik Brøntveit, Norway
23. Vija Diselere, Latvia
24. Alvyda Paceviciute, Lithuania
25. Ole-Erik Yrvin, Norway
26. Inger Lise Stieng, Norway
27. Fiorella Perotto, Belgium
29. Dag Tangen, Norway
30. Herminia Pedro, Portugal
31. Dulce Peneda, Portugal
33. Giedre Kviskiene, Lithuania
- 32-40. Day guests and students from Portugal