

Partnership for
Education and research about
Responsible
Living



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PUBLIC PROGRESS REPORT (2012-2014)
PERL2

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Executive Summary

Partnership for Education and Research about Responsible Living

Awareness is growing rapidly of the importance of reorienting the way we live in order to achieve more responsible, sustainable societies. In Europe, as well as around the globe, efforts are being made to bring about changes in policy, infrastructure, production and consumption. But these adjustments succeed only to the extent individuals are informed and motivated to make daily choices that contribute to the creation of a just and sustainable existence for everyone everywhere.

PERL (Partnership for Education and Research about Responsible Living) www.perlprojects.org is a large multidisciplinary partnership of researchers and educators, attuned to the urgent need for individuals and society to significantly rethink and alter the choices they make and the manner in which they live their lives in order to reduce the negative impacts of climate change and financial instability, ensure more just distribution of resources and foster sustainable, dignified human development for all. PERL2 builds upon and has further developed the initiatives of previous Erasmus Academic Networks: the Consumer Citizenship Network (2003-2009) and PERL (2009-2012), as well as focused on new approaches to education and research about responsible living.

PERL2 does research on responsible living; provides references and guidance and capacity building; develops, translates and distributes new learning methodologies and materials which foster reflection, creativity and active citizenship; and gives visibility to innovative approaches to responsible living.

PERL2 has remained active in the global consultations dealing with research and education for sustainable, responsible living. The Partnership has provided input to the U.N. 10-Year Framework of Programmes on Education for Sustainable Lifestyles and has assisted in the evaluation of the U.N. Decade on Education for Sustainable Development and the preparation of the post-DESD agenda. PERL2 has also contributed to the discourse on the post-Millennium Development Goals agenda. PERL2 implemented an international media competition for youth and brought together young people from throughout Europe to deliberate on skills for the future. PERL2 has promoted the creation of new resources using values-based indicators, photos, films and virtual gaming and carried out curriculum development and teacher training in countries within and outside of Europe.

PERL2 is proof of continued cooperation between institutions of higher education across Europe in the form of research, development work, debate, dialogue, and the preparation and testing of pedagogical materials, modules and courses. There is still close collaboration between PERL2 and other European Commission sponsored projects as well as between PERL2, UNEP and UNESCO. The PERL2 network in Africa helped UNEP create the YouthXchange toolkit for Africa. Regional events have been carried out by the PERL2 networks in Asia and Latin America.

This report offers a brief overview of PERL2's activities since 1st October 2012 until 30 March 2014. It describes the dedicated efforts of many individuals who are still convinced that through cooperation, scientific investigation, active learning and robust dialogue it is possible to help create a more equitable world for all.



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1. Project Objectives

PERL¹ is concerned with the pressing need for values-based, interdisciplinary, holistic and practical education for sustainable living in order to stimulate responsible living by empowering individuals to become conscious consumers and active citizens who can initiate change through the choices they make every day.

PERL seeks to develop the transfer of knowledge to provide adequate, relevant information; to strengthen individual awareness and the ability to deal critically with information; to stimulate learning processes and build capacity amongst teachers; to contribute to public and scientific discourse on responsible living; and to foster future skills and cultivate multi-stakeholder collaboration.

PERL aims to carry out:

1. **Applied Research:**

- **focuses on research** on sustainable lifestyles and education for sustainable consumption;
- **demonstrates the scale and nature of initiatives** dealing with the ecological, economic and social challenges resulting from our current patterns of consumption;
- **strengthens connections** between researchers, lecturers, teacher trainers and socio-economic actors and stakeholder.

2. **Capacity building and education:**

- **contributes to the development and implementation of policy** for education and research about sustainable lifestyles and responsible living;
- **assists in the inclusion of themes, topics**, modules, courses and degrees about education for responsible living in established curricula;
- **urges education institutions** to reflect in their daily management the priorities given to responsible, sustainable development;
- **facilitates teaching and teacher-training** which strengthens global, future-oriented, constructive perspectives within education for responsible living;
- **ensures** that education for sustainable consumption respects the importance of indigenous knowledge, recognizes alternative lifestyles and fosters intergenerational learning.

3. **Social innovation:**

- **encourages development of projects about social innovation** and education and research about responsible, sustainable living;
- **rewards creative, critical, innovative thinking** related to education for sustainable lifestyles;
- **provides opportunities** for practical application of theoretical study through social involvement and community service.

4. **Partnerships and networking:**

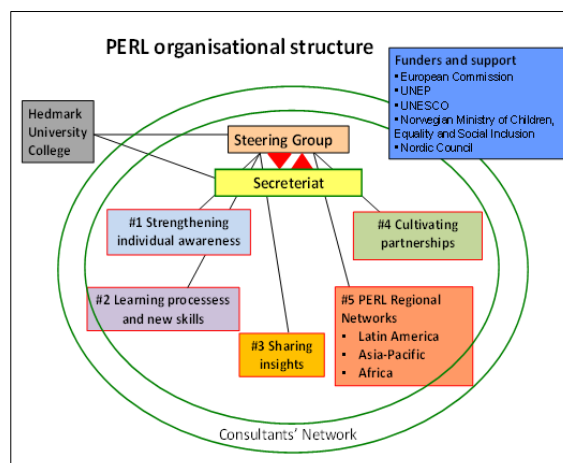
- **enhances cooperation** between professionals from diverse disciplines in order to develop integrated approaches to education for sustainable consumption;
- **increases synergy** between existing partnerships, networks and projects dealing with sustainable - production and consumption in order to stimulate the transition from micro initiatives to macro.

¹ In this report, PERL2 (2012-2015) will, from here and forward, be referred to only as PERL

2. Project Approach

Education can be an essential agent of social change. This is the guiding principle of PERL's work. PERL recognizes the importance of promoting transformative education based on reflection on the principles and values which constitute the foundation of the lifestyle choices people make. PERL acknowledges the complex interrelatedness of consumption and development and seeks to contribute to collective social learning.

PERL is an Erasmus Academic Network project of the European Lifelong Learning Programme. PERL is a multidisciplinary organization of 79 European partner institutions, 4 Regional Coordinators, 36 associated partner institutions and 28 external associated partners. PERL has a core of working groups supported by a consultants' network. The workgroups work individually and collectively, preparing a wide variety of outputs. The consultants' network contributes to the discussion, research and development work with information and insights on local and regional activities about responsible living within the areas of consumer citizenship, social responsibility, social innovation and education for sustainable development. The consultants' network also helps with adapting and testing materials to local conditions and disseminating PERL's outputs.



PERL's approach involves:

- intense collaboration* between the network partners;
- continual updating* of the knowledge and experience base of the partners;
- creating/testing/evaluating/adjusting* new learning methods and materials;
- peer review for quality control* both in connection with translation work and research;
- sharing of information* on new developments via the PERL website and Newsletter and email servers;
- arranging seminars, conferences, webinars, etc.* at which new initiatives can be shared and developed and new research discussed;
- reporting regularly* to the sponsors and to the participants of PERL.

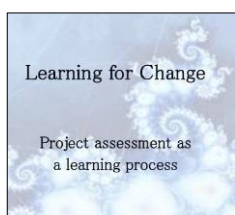
PERL maintains constant observation of the developments within the field of education and research about responsible living by staying abreast of updated research through the partners' own research and by PERL partners' participation in international meetings, think tanks and conferences on the subject as well as collaborating with other projects and actors in the field. Surveys and interviews have been used to collect statistical and empirical data. PERL partners have consulted regularly online and face-to-face to remain informed of latest developments. At the PERL annual meetings well-known experts have been invited to present research and discuss with the PERL partners.

Both “top-down” and “bottom-up” approaches to issues are important when dealing with social change. PERL has been actively involved in policy discussions on global and European levels, taking part, among other things in European Parliamentary hearings on sustainable development. PERL’s focus is directly in line with the goals of The European 2020 Action plan. At the same time, PERL has worked in the field closely with youth and teachers to create awareness and useful learning tools.



Analysing and documenting existing practices is another approach PERL has followed. PERL has concentrated on involving teachers, parents, students and local communities in discussions about the needs and lacks in education and research about responsible living from their perspectives and how to remedy them.

Education for responsible living is a cross-cutting theme. PERL has focused on core life skills as they appear in different disciplines and has adapted values-based indicators for use in schools and universities.



Use of images and objects, scenarios, and innovation laboratories (Learning for Change) are some of the methods PERL has employed to help teachers and students visualise and understand what constitutes sustainable lifestyles. An important aspect of this approach to learning about lifestyle changes has been to focus on the systems and processes driving existing patterns of production and consumption.

In order to provide a means of continuing and further developing PERL’s work after the conclusion of the PERL project period in 2015, the PERL project has, in collaboration with Hedmark University College and with the assistance of the Norwegian Ministry of Children-, Equality-, and Inclusion, initiated efforts to establish a centre for education and research about responsible lifestyles.

Monitoring and Evaluation Strategy

It is difficult to measure learning and behaviour change. Some indication of the impact of PERL’s work can be gleaned through these documented figures: PERL partners have during October 2012-March 2014 shared key concepts about education for responsible living with over 6750 people in meetings, conferences, etc. More than 4100 students have been taught specifically about responsible, sustainable lifestyles by PERL partners. Over 120 articles and papers related to education about responsible living have been published during this period by PERL partners and over 17 PERL partner institutions have had staff and student exchange with each other. Yet, these statistics only give a glimpse of the long-term changes in lifestyles which PERL endeavours to influence. Seen in contrast to the enormous global advertising campaigns which encourage increased and unsustainable consumption, the impact of efforts like PERL’s may seem very limited. But seen as reinforcement of individuals’ ability to critically take responsible choices throughout their lives, the impact may be recognized as far more significant. However, such impact can only be measured through extensive longitudinal studies.



Identifying the concrete impact of PERL (and the previous Consumer Citizenship Network upon which PERL was founded) on the participating institutions and their staff is the task of PERL’s workgroup #3. Their work is well underway.

There has been constant and on-going monitoring and evaluation of PERL by the steering group, the Core Unit and the participants themselves. At all PERL meetings verbal and

written evaluations are made by the participants. The steering group receives regular reports on the progress of the working groups from the workgroup leaders. PERL methods and materials are tested in the field and subsequently refined and improved. External evaluators have been in continuous communication with the PERL network, acting as “critical friends”.

Dissemination strategy

PERL has had far greater opportunities for dissemination of its outputs than imaginable at the start of the project. All PERL outcomes are available and downloadable on the PERL website. PERL supplies its partners and a wide network of contacts with all the outputs of the project for their use and further dissemination. An online service provider entitled “Subject Aid” has been used to spread PERL learning materials and guidelines to teachers. Additionally, UNESCO-



House, the International Federation of Home Economics, DESIS, and Consumer International's networks help further extend the range of dissemination of PERL products to an even wider global audience of interested recipients. PERL resources are linked to the DG Health and Consumer Affairs' Consumer Classroom and to the websites of many of the PERL partner institutions.

PERL was chosen as a best practice in Europe and shared its outputs at the Youropa conference and in the Focus Europe journal. At European and international conferences and meetings PERL shares its results. Collaboration and participation in E.U. Framework 7 and Horizon 2020 Research projects such as Comenvir and SPREAD

have provided opportunities to share PERL outputs. United Nations meetings related to the post-Millennium Development Goals Agenda, the Post-DESD agenda and Climate Change Education have provided opportunities for PERL partners to distribute PERL materials, serve on expert panels, hold seminars and co-sponsor events. PERL is involved in the implementation of the U.N.10-Year Global Framework of Programmes for education and sustainable lifestyles.



Dissemination has also occurred via exchange of researchers, students and staff between the PERL European partner institutions as well as from countries around the globe who have come to Europe to learn from the European experience.



PERL partners in Europe

3. Project Outcomes & Results

PERL's work programmes are:

A. Strengthening individuals awareness

1. Bridging the knowledge/action gap
2. Stimulating informed choice
3. Mapping changes in attitudes and behaviour

B. Learning processes and new skills

4. Curriculum development
5. New skills for sustainable living
6. Building capacity in teacher training
7. Encouraging constructive stakeholder involvement

C. Sharing insights

8. Focusing on positive, innovative initiatives
9. Consultants Network
10. Contributing to the public and scientific discourse

D. Cultivating partnerships

11. Following-up after the Rio2012 Earth Summit
12. Establishing an international centre for education and research about responsible living
13. Cooperating with relevant projects and partnerships

E. Project Management

14. Administration and monitoring

F. PERL Regional Networks

15. Developing education and research about responsible living outside of Europe

A. Strengthening individual awareness

Bridging the knowledge/action gap

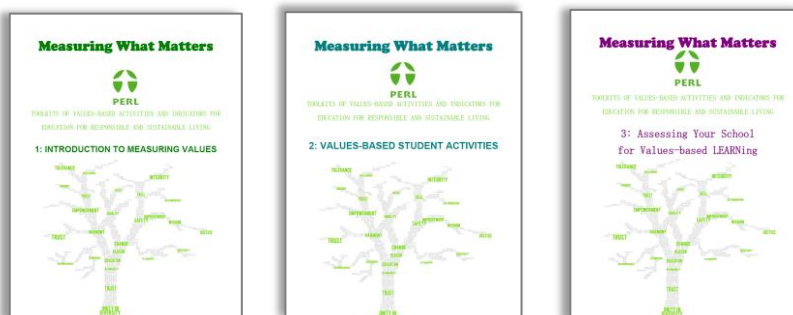
As many researchers have noted, there is an observable gap between what many individuals, especially consumers, know, want to do and how they in fact act. Knowledge about the consequences of behaviour does not, in itself, appear to determine the direction in which individuals steer their daily choices. Although some contend that people's actions are determined solely by external material conditions such as price and availability there are others whose research indicates that values can and often do motivate the choices people make.

Frameworks for examining and identifying the values-base from which daily lifestyle choices are made have begun to be developed. The EU Framework 7 Research project ESDinds (www.ESDinds.eu) created a set of values-based indicators for use by CSOs and NGOs, as well as businesses. This framework is named WeValue (<http://www.wevalue.org>) and has shown that not only can values-based indicators be developed; the process of using such value-based frameworks can result in significant transformational learning and mission focus for the groups involved. The PERL workgroup #1 has adapted the use of values-based

indicators to schools and created 3 practical, handy toolkits entitled, “Measuring What Matters” for use in schools.

To ensure that the « Measuring What Matters » toolkits are used effectively by teachers, teacher-training seminars have been held based on use of the WeValue teacher toolkit. Participants learned

about the values-based approach to inter-active learning which requires interdisciplinary cooperation, multicultural awareness, non-dogmatic attitudes and the ability to help students recognize the interconnectedness of values and actions. Initial pilot tests of the toolkits have taken place at Hove Park School in East Sussex, UK and at Columbia College in Killucan, Ireland. The toolkits will be printed and launched at the PERL conference in 2015. They will also be translated to Spanish.



Stimulating informed choice

Stimulating informed choice is a key challenge for educators of responsible living. The results of the first PERL student essay and video competitions by PERL have shown that by involving students in articulating their opinions about matters related to responsible living and by motivating them to use art and media as instruments to express their ideas they become more aware of key issues. The PERL workgroup #2 has launched a combined essay, video and photo competition on the theme of time as a resource. The videos and photos will be further developed for use in classrooms. Essay competition entrants were asked to write a press/magazine article. Announcements about the competition were spread widely through many international channels and websites.



The 2013 magazine/press articles category first prize winner was Totile Levandauskaite from Lithuania while the second prize winners were Damjan Vinko and Tina Orešnik from Slovenia, the third prize winner was Bernard Alaka from Kenya. The photo competition winner was a group by James Phillip and Abdi Ali from Tanzania and the student video winner was a group by Ivomira Kurteva, Lynbomir Lozev, Dilyan Elenov and Veronika Krasteva from Bulgaria. The winner of the individual filmmaker competition was Mani Mehrvarz from Poland.

The winning entries were screened/displayed at the PERL and other International Conferences/local film festivals; screened at the DESIS Video Showcase during international network of design; uploaded to the DESIS Network YouTube channel; published in the PERL Newsletter/PERL Website; published in PERL teaching toolkits; promoted to PERL partners in over 140 institutions in more than 50 countries; and published in a digital newspaper.

Mapping changes in attitudes and behaviour

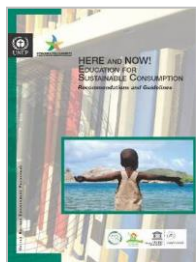
PERL workgroup #3 is in the process of researching relevant changes in knowledge and attitudes in the PERL institutions over the past years. Has being involved in these projects made a noticeable difference to the PERL partners? The research will try to map these

changes. Because PERL partners represent a wide base of diverse institutions who have had education for responsible living (either in the form of consumer citizenship or as education for sustainable consumption) on their agendas they provide a valuable source of information. The data will be collected from the PERL partner institutions via surveys, interviews, seminars, etc. The report will be available online at www.perlprojects.org.

B. Learning Processes and New Skills

Curriculum development

The PERL workgroup #4 is in the process of adapting the experiences learned from the UNEP “Institutional Strengthening Project: Education for Sustainable Consumption” which was carried out in Indonesia, Tanzania and Chile to regions in Spain and Bulgaria. Based on the core curriculum guidelines “Here and Now! Education for Sustainable Consumption” published by UNEP, the group’s activities include reviewing provisions for education for sustainable living in existing policies and, with the cooperation of regional educational authorities, hold roundtables on education for sustainable consumption with relevant stakeholders.



New skills for sustainable living

Public institutions, businesses, consumers and community-based organizations have begun the process of identifying new skills for sustainable societies. The PERL workgroup #5 is contributing to this on-going process by being involved in conferences and meetings dealing with future skills and also holding a workshop for identifying skills for future sustainable societies. The key to this initiative is that once new skills are identified it will be essential that learning these skills becomes an integrated part of education.



Building capacity in teacher training



The PERL active learning methodologies and materials based on the use of images and objects, games and simulations, and interaction with the local community around the schools, have been popular amongst teachers and students. The previous active learning methodology toolkits have concentrated on sustainable development, personal consumption, climate change, resource usage and financial literacy. A new active learning methodology toolkit called “What’s the Story? Responsible and Sustainable Living, Images and Objects Active Methodology Toolkit 5” has been created and will be launched at the PERL annual meeting in Ireland April 2014. The toolkit targets secondary schools but can easily be adapted for use with other learner

groups and ages.

Printed copies have been distributed through the PERL network and other channels and digital copies can be downloaded from PERL’s website.

A second toolkit is being produced and will be launched at the PERL conference in 2015. A team of teacher trainers is being trained to use the toolkits. A training manual is also available for teacher guidance in use of the methodology. Some of the PERL active learning methodology toolkits are being translated into Spanish and adapted for use in countries in Latin America. All the toolkits have been translated into Norwegian and distributed to teachers throughout the country. They have also been distributed widely in Ireland.



The Looking for Likely Alternatives toolkits have helped teachers take the learning experience outside of the classroom. Students have discovered examples of social innovation in their neighbourhoods, made interviews and evaluations and shared their findings. In addition to earlier translations, PERL partners in Finland have translated the LOLA materials and made local adaptations. The same has been done by colleagues in Spain.

Encouraging the active involvement of youth

PERL workgroup #7 successfully held a two-day roundtable consultation involving youth from 11 different countries in Europe in April 2013 in Copenhagen, Denmark. Interactive techniques were used such as «Laboratories for Change» to stimulate the contributions of all those involved. Aspects of active citizenship and agency were focused upon by reflecting on intercultural topics, globalization processes and the professional challenges teachers meet. Discussions were held about the methods and resources available to teachers. A report about the roundtable is available on the PERL website.



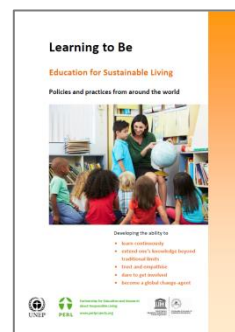
This PERL workgroup is also involved in stimulating constructive stakeholder involvement through sharing knowledge of tools for developing social responsibility. Several E.U. projects inform and train people about the ISO-26000 social responsibility guidance standard. PERL is contributing to this process by informing schools and youth about the ISO-26000. By exploring how to share information through the social media the workgroup seeks to reach a wide audience and encourage their involvement in establishing social responsibility processes.



C. Sharing insights

Focusing on positive, innovative initiatives

PERL has previously mapped best practices of social innovation and education for sustainable living in a series of booklets entitled “Learning to Live Together” and “Learning to Transform Oneself and Society”. The response to these booklets was very positive and PERL’s workgroup #8 has created a third booklet of best practices entitled, “Learning to Be”. The workgroup plans to launch the booklet at the PERL annual meeting in Ireland 2014 and distribute it to contacts throughout Europe and the world including distribution in connection with the concluding UN-DESD conferences to be held in Japan in 2014.

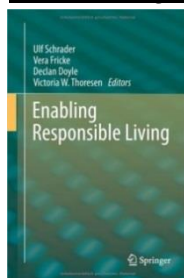


PERL Consultants’ Network



The PERL consultants’ network has met during the PERL annual meetings and assisted with the improvement of various communication materials PERL has created. They are assisting with contributing to the SCP Clearinghouse. The consultants’ network has also contributed to the discussions about enabling responsible living and they are carrying out research which will be presented at the PERL conference in 2015.

Contributing to the public and scientific discourse: research, seminars and conferences



-The compilation of best papers presented at the PERL International conference held in Istanbul, Turkey has now been published by Springer Publishing in the book: "Enabling Responsible Living". The contents focus on "Understanding Responsible Living", "Policies for Responsible Living", "Education for Responsible Living", and "Corporate Responsibility for Responsible Living".

- An International, Scientific-Practical Conference "Social Education Theory and Practice: Tendencies, Challenges and Possibilities," was held November 14 – 15, 2013 in Vilnius, Lithuania at which PERL partners contributed. The conference was organized by the Social Communication Institute at the Lithuanian University of Educational Sciences.

-A "Learning for Change" seminar was held in Tallinn, Estonia in September 2013. The participants worked together to increase their insights into sustainable living by reflecting on initiatives and projects they have carried out.



-“Learning to Live Wisely” was the title of a seminar organized by PERL which



was held in October 2012 in Hamar, Norway. The seminar attracted 46 participants from 13 countries. The program contained a wide variety of presentations, panels and workshops on topics such as the post MDG agenda, active learning methodologies, PERL resource materials, the use of cartoons to create awareness and the use of ict to stimulate active citizenship.

-PERL partner, the Carlow Institute of Technology, in Ireland held a seminar on resource efficiency in March 2014. Details will be reported in the PERL final report.

-PERL activities and resources were shared with the Scottish association of Directors of Education in August 2013 in a key-note presentation at the Values International event arranged with the Gordon Cook Foundation.



-In November 2012 PERL was presented at a conference for teachers in Lisbon, Portugal. In addition to this poster, materials were distributed.



-PERL partners contributed with key-note speeches to the EBBF/IEF conference "Co-creating Sustainable Wealth: how can we combine ecology and economy?" held in Barcelona, Spain 3-6 October 2013. The conference explored positive solutions for transforming the economy and building a more sustainable society by empowering individuals, communities and corporations and other institutions.

-PERL research and learning materials have been uploaded on the E.U. Directorate for Health and Consumer Affairs' website The Consumer Classroom as well as on UNEP's SCP Clearing House on Sustainable Consumption and Production.

-PERL Active Learning Methodology was presented at two college workshops in Reykjavik, Iceland as well as at the University of Iceland and in a workshop for teachers in Selfoss, Iceland.

-PERL partners participated in and held a crosstalk at the "Borders to Cross" conference held in Amsterdam, the Netherlands October 2013.

D. Cultivating Partnerships

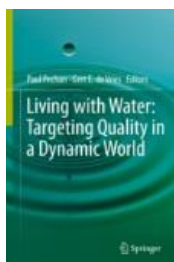
Follow-up of the Rio2012 Earth Summit

The PERL workgroup #11 has examined developments related to education and research about responsible living after the Rio+20 Summit on Sustainable Development. They have connected through email, blogs and meetings with other actors dealing with follow-up activities in to create synergies and reach wider target groups of teachers and students. A PERL partner from Brussels is closely involved in the NGO Major Group (worldwide and for the EU) and coordinates the PERL participation in the SDG/post 2015 process.



Two PERL partners presented papers at the SCORAI research conference entitled «The Future of Consumerism and Well-Being in a World of Ecological Constraints» which was held at Clark

University, Massachusetts, USA, June 12–14, 2013.



Cooperating with relevant projects and partnerships

PERL's extensive work in the field has also resulted in numerous groups requesting PERL's collaboration and advice. PERL partners have shared PERL's experience and outputs with a number of relevant projects and networks such as the Framework 7 Research project SPREAD and the Framework 7 research project Comenvir



Mainstreaming responsible consumption in higher education is the Nordic Council sponsored project of which PERL is a part. The project aims at creating a course which can be used as a separate course or as module in other courses. The course will take a multidisciplinary approach. Online materials for teachers and students and teachers' guidelines will be available not only for network partners, but for the entire educational community at large. The project is led by the University of Latvia and includes as partners: Lund University (SE), Aarhus University (DK), the Latvian Academy of Art and Vidzeme University of Applied Sciences (LV).



Seven PERL partners participated in "The Power of ESD" conference arranged by SWEDESD and held in Visby, Sweden the 24-26th October 2012.

120 policy makers, researchers and practitioners participated in a focused, intense and inspiring event which examined the progress, the status and the future of education for sustainable development.



PERL has collaborated with experts in game development on a project about virtual gaming and sustainable lifestyles. Focusing on national educational curricula plan for sustainability, the project combines teacher training and game development with content on sustainable lifestyles. An interactive game was created for use in Norwegian elementary and secondary schools. The main goal of the project was to help children learn how production and consumption impact ecosystems how this can be prevented and repaired. Through the use of systems thinking students learned that many aspects of sustainability are linked together. There has been very positive response to the gaming project, both from teachers and students. In total, 15 schools volunteered to test the game. The collaboration will continue through 2014.

In cooperation with the Norwegian Ministry of Children-, Equality- and Inclusion, PERL has translated, printed and distributed to teachers throughout Norway its Active Learning Images and Objects Toolkits #1,2,3,and 4.



Looking for Likely Alternatives has been a popular learning methodology created by PERL partners. During this project period it has been translated into Finnish. A workshop for teachers was held about LOLA in Lithuania in November 2013.



Establishing an international center for education and research about responsible living

Over the last 15 years Hedmark University College has coordinated numerous projects dealing with the themes of consumer citizenship, education for sustainable consumption and education and research about responsible living. In order to provide a foundation for the future development of related activities on these themes efforts to establish an international centre for research and education about responsible living have been initiated. With the support of the Norwegian Ministry of Children-, Equality- and Inclusion, a project group is assisting PERL workgroup #12 in the necessary processes leading to the establishment of a center.



Administrating and monitoring

PERL's Core Unit carries out general daily project management which includes administration, logistics, communication per email, post, telephone, etc. with the partners, information exchange, reporting and dissemination tasks as well as maintenance of the PERL resource library.

The PERL steering group has had 3 meetings yearly and one extra in January 2014. The members of the PERL steering group are (in order of photographs below): Victoria W. Thoresen (coordinator and Core Unit member), Bjørg Quarcoo (Core Unit member), Declan Doyle, Sacha de Raaf (Core Unit member), Fanny Demassieux, Bernard Combes, François Jegou, Miriam O'Donoghue, Gregor Torkar, Machteljin Brummel, Einar Hugo, Andrea Innamorati.



The PERL steering group and Core Unit consult regularly with the PERL workgroup leaders and with the coordinators of the PERL regional Networks in Asia, Africa and Latin America. PERL's Core Unit has been very fortunate and been assisted by several partners who have

volunteered their free time over periods from several days to several months to help with the administration of the network. Gregor Torkar and Sevgi Kalkan have helped in past project periods and during this period Irena Zaleskiene and Machteljin Brummel have provided valuable service.

Annual Partnership Meetings:



The PERL partners met in Marseille, France on March 7-9, 2013 to examine the basis of sustainable lifestyles and collectively work on the goals the project has for the project period. Some of the issues which were discussed were: Are there fundamental changes in society which sustainable lifestyles are dependent upon and which are not included in the present discourse? To what extent must reflection, moderation and sufficiency be incorporated in our daily lives? And how critical should we be to the existing economic system driving production and consumption? David Selby of Sustainability Frontiers provided valuable insights to the meeting. 80 PERL partners from Europe as well as from Latin America, Asia and Africa consulted on initiatives connected to the post-UNDESD, post-Millennium Development Goals and post-Rio+20 Summit agendas. How can PERL contribute to these and what should be highlighted?



PERL's next annual partnership meeting will be held in Sligo, Ireland 2-4 April, 2014. 80 partners have registered to participate. In addition to continuing the work on the project's deliverables the group will discuss how PERL can further contribute to the European Union's efforts to develop sustainable lifestyles.



The final partnership meeting of PERL2 will be held in connection with the PERL international conference 8-11, March 2015 in Paris at UNESCO Headquarters.

Newsletters

The PERL Core Unit has published 3 Newsletters yearly and updated and maintained the PERL website (www.perlprojects.org) which has been a valuable means of distributing PERL resources and communicating with PERL partners and others who are interested in PERL's activities.

Website

PERL has maintained an updated website www.perlprojects.org and is working with PERL partners in Latin America to develop a section of the website in Spanish with links to relevant materials in Spanish.



D. PERL Regional Networks

Developing education and research about responsible living outside of Europe

The PERL Regional Networks in Asia, Latin America and Africa have managed during the few years they have existed, to carry out regional projects, spread information about education for sustainable consumption and engage numerous groups and regional authorities in relevant activities. They have shared best practices from Europe and the learning methodologies PERL has developed. The regional networks have also given PERLs

European partners important perspectives on global issues and the interconnectedness between the lifestyles of Europeans and the lives of people elsewhere.

To continue strengthening the regional networks and to update them about what PERL2 is doing in Europe, the regional network coordinators have consulted with the PERL steering group and the PERL workgroups. They have provided several of PERL's workgroups with input and insights which have helped make the PERL deliverables reflect the global as well as local dimensions of education for sustainable living.

Asian Seminar



At the ARAHE Congress held in July 2013 in Singapore a seminar was held by PERL partners for teachers from the Asian region on education for sustainable development and responsible living. PERL's Images and Objects ESD toolkits were distributed and the active learning methodology from the toolkits used in hands on style workshop.



Latin American Seminar

In November 2013 the PERL Latin American Regional Network held a seminar on education for responsible living in Bogota, Columbia. Representatives from 9 countries attended and



worked together on developing initiatives and adapting PERL resources to the needs of the area. The participants were particularly concerned about informal education and community involvement. PERL's activities were also presented in a key-note speech at a transcontinental conference on



"innovative strategies to eradicate poverty" arranged by Grameen Banks and the National agency to Alleviate Extreme Poverty (ANSPE).

African Seminar

The PERL African Regional Network is preparing a regional seminar to be held in 2014.



4. Partnership

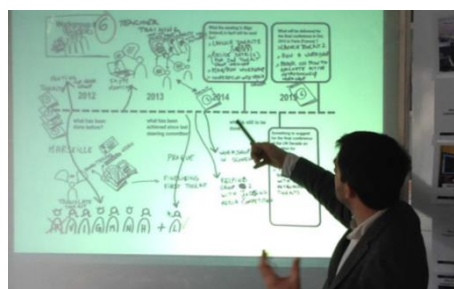
The PERL2 Erasmus Academic Network partners (per 01.04.14) are:

Name of Organisation	Country
Hedmark University College	NO
Catholic University College of Education Graz	AT
KATHO University College	BE
Strategic Design Scenarios	BG
Europartners 2000 foundation	BG
University of Food Technologies	BG
Plovdiv University "PAISII HILENDARSKI"	BG
Sofia University "St. Kliment Ohridski"	BG
Technical University of Varna	BG
Varna University of Economics	BG
Technical University of Ostrava	CZ
Tomas Bata University in Zlin (TBU)	CZ
Technical University of Berlin, Fachgebiet Arbeitslehre	DE
University College of Copenhagen UCC	DK
Universitat Autònoma de Barcelona - Forum Idea	ES
Consumer Protection Board of Estonia	EE
Regional Ministry of Health and Social Affairs - Regional Government of Castilla-La Mancha	ES
Finnish Consumer Agency	FI
University of Helsinki	FI
French Consumer Agency	FR
United Nations Educational, Scientific and Cultural Organization UNESCO	FR
U.N Environment Programme, DTIE	FR
Consumers International	U.K.
Harokopio University of Athens, Department of Home Economics and Ecology	GR

Name of Organisation	Country
Óbuda University	HU
City of Dublin VEC, Curriculum Development Unit	IE
Carlow Institute of Technology (ITC)	IE
Politecnico di Milano	IT
Food Education Italy (Altroconsumo)	IT
Lithuanian University of Educational Sciences	LT
Latvia University of Agriculture, Inst of Education and Home Economics	LV
Latvia University of Agriculture (LLU), The Latvian Association of the Teachers of Practical Subject (PMPMA)	LV
Riga Technical University, Institute of languages	LV
Rezekne Higher Education Institution, Fac of Pedagogy	LV
Latvian Association of Language Teachers (LALT)	LV
University of Latvia, Pedagogical and Psychological Faculty	LV
University of Malta	MT
KPC Group	NL
Free Consumers Association	NL
Bialystok University of Technology, The faculty of Management	PL
EVORACONTA - Consultants Office in Management, Inc	PT
Lisbon Higher School of Education	PT
Setúbal College of Education	PT
Instituto Superior de Ciencias Sociais e Políticas - Institute of Social and Political Sciences	PT
The Portuguese Open University (Lisboa) Department of Exact and Technological Sciences - Universidade Aberta	PT

Name of Organisation	Country
University of Algarve	PT
Consumer Directorate General	PT
EGEA, Institution for nature	SI
University of Economics in Bratislava	SK
Istanbul University - Faculty of Political Science	TR
Society for Life-skill Teachers	IS
International Environment Forum	NL
Oslo and Akershus University College of Applied sciences	NO
Association of Conscious Consumers	HU
Global Action Plan (GAP) International	SE
Life-Link Friendship Schools	SE
ANPED - Northern Alliance for Sustainability	BE
Tallinn University	EE
St. Angela's College	IE
LIFT	NL
University of Porto, Faculty of Science - Faculdade de Ciencias da Universidade do Porto	PT
UNEP/Wuppertal Institute Collaborating Centre on Sustainable Consumption and Production (CSCP)	DE
Aalto University School of Art and Design	FI
Swedish International Center for Education for Sust Dev	SE
University of Brighton	U.K.
NL Agency, Ministry of Economic Affairs	NL
Norwegian Ministry of Children-, Equality and Social Inclusion	NO
Italian Ministry of Sea, Land and Environment	IT
University of Rzeszow	PL
Agrupamento nº 1 de Beja - EBI de Santa Maria	PT
Generation Europe	CZ

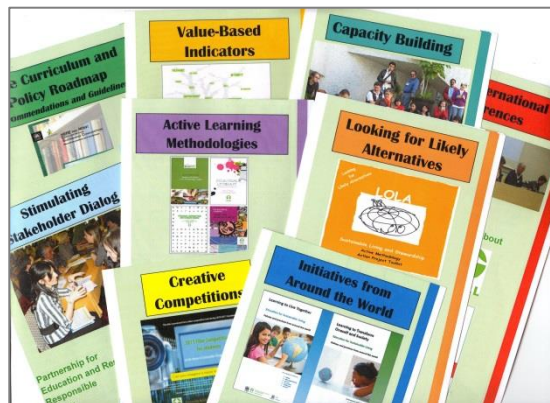
Name of Organisation	Country
National Institute for Consumer Research (SIFO)	NO
Locatify Ltd.	IS
Social and Economic Research Institute	IT
Demos Helsinki	FI
Swedish Consumer Agency	SE
The Consumer Association of Iceland	IS
Metropolitan University College	DK
Teacher Training Centre Bucharest	RO
Universitet i Agder	NO
Consumers International	CL
IFIHP	ZA
IGES Institution for Global Environmental Strategies	JP
Consumers International	ZA



5. Plans for the future

The challenges that confront humanity at present are grave—climate change, environmental destruction, lifestyle-related illnesses, financial crisis, wars, famine, etc. Sustainable, responsible lifestyles which lead to well-being for people in Europe and around the globe are essential. Many lessons have been learned but there is still much to be done in order to empower individuals and communities to become critical, conscientious and responsible consumers and active, constructive citizens. Learning how to deal with the many complex, interrelated lifestyle issues has still to be dealt with in a holistic, practical manner.

PERL plans for the future consist of several elements. First and foremost, the network will, during the remaining project period (March 2014-October 2015), complete the work it has agreed to do as PERL2. Beyond October 2015, on the national level, PERL partners will, where feasible, continue to assist educational authorities by sharing research and learning materials, having translations made and contributing to capacity building. PERL is collaborating with Hedmark University College in the process of trying to establishing an international centre for education and research about responsible living based in Hamar, Norway. This Center will further the work of PERL in national, Nordic and European contexts. Additionally, the Hedmark University College is in the process of applying to UNESCO for approval to establish a UNESCO Chair and UNITWIN network on Sustainable Lifestyles which would carry forth the work done by PERL in an even broader global context.



Projects between PERL partners are also being considered in line with the existing Horizon 2020 program and the Erasmus+ programs. PERL will continue to work actively with UNESCO and UNEP on the formulation and implementation of the 10-Year Framework of Programs on Education and Sustainable Lifestyles.



6. Contributing to EU policies

Although education is the responsibility of each sovereign state in the EU, both Europe2020 and Europe2050 strategies stress the importance of education for sustainable development. The EU Commission has, during the last decade, strongly encouraged countries in the EU to develop policies and practices supporting the UN Decade on Education for Sustainable Development. PERL's work has focused on this goal. PERL partners have participated in



public debates and hearings on aspects of education for sustainable lifestyles. At the "European Parliament Hearing On Gender Equality and Sustainable Living" held April 2013 at the E.U. Parliament about Gender Sensitive policies and Sustainable Living" Victoria W. Thoresen, PERL coordinator, was invited to speak. The hearing attracted both members of the Parliament and representatives from civil society.

By contributing to organizing European conferences, such as "Borders to Cross" held in Amsterdam in October 2013 and publishing compendiums showing best practices, the PERL partners help share expertise and create forums for stakeholder discussions about how the EU can further develop policies which support sustainable lifestyles.



The European Union made a concentrated effort in 2012 to ensure that the 10-Year Framework of Programs on Education and Sustainable Lifestyles was adopted at the Rio+20 Summit on Sustainable Development. PERL contributed actively to this process with seminars, webinars, learning centers, displays, presentations on expert panels, etc. at the preparatory meetings leading up to Rio+20 and at the Rio+20 Conference itself. Since Rio+20 PERL has assisted with the preparation of the 10-Year Framework Program on education and sustainable lifestyles. (see page 22)



7. International Outreach

PERL2 has been able to maintain its regional network activities in Asia, Africa and Latin America as well as to share its outputs with people and organizations around the world who have contacted PERL for advice and cooperation. In addition to these elements of PERL's international outreach, there are three strategic areas in which PERL has been particularly active.

Post-Millennium Development Goals activities

Modern technology has provided new opportunities for stakeholders to interact with policy makers. The EU offers citizens opportunities to comment issues online and to participate in hearings. The United Nations sought input to the Rio+20 Conference on Sustainable Development from people around the globe and has opened channels for contributions to the debates on the content and form of the set of international goals which will follow the Millennium Development Goals (2000-2015). PERL has been involved in these processes by submitting suggestions and consulting with other stakeholders. In October 2012 PERL participated in a strategy seminar of the International Council of Adult Education to discuss, among other issues, the role of education for sustainable consumption in the near future and how to promote education for all and education for sustainable development in relation to the post Rio+20 agenda and the preparations for the Sustainable Development Goals which are expected to replace the Millennium Development Goals in 2015.

Post-UN Decade on Education for Sustainable Development activities

Final reports from the UNESCO Decade on Education for Sustainable Development indicate the need for more holistic, values-based approaches to education for sustainable lifestyles, approaches which focus on the quality of life for all; on stimulating creativity and strength of character; on improving synergy between relevant actors, and on promoting global citizenship. PERL has assisted in UNESCO's end of the Decade surveys and evaluations. PERL will contribute to UNESCO's final DESD conferences in Japan and to the proposed Global Action Program which is anticipated follow the Decade.



10-Year Framework of Program on Education and Sustainable Lifestyles (10YFP)



The 10-YFP was adopted as a means of furthering sustainable consumption and production which is about increasing resource efficiency and promoting sustainable lifestyles. PERL partners have consulted with national focal points for the 10-YFP as well as assisting UNEP in its preparations of the program on education and sustainable lifestyles.

The PERL Associated and Regional Network partners (per 01.2.14) are:

PERL has, in addition to the list here, a number of other institutions with which it collaborates.

Name of organisation	Country
Mount Saint Vincent University	CA
Youth Education Network	KE
Kinjo Gakuin University - College of Human Life and Environment	JP
Tokyo City University	JP
University of the Ryukyus Faculty of Education	JP
Association NEEDED	BF

Hinterland Institute	NP
Cuts-Centre for International Trade, Economics, and Environment	KE
National University of "Tres de Febrero"	AR
Consumer Education Society	IN
Responsible Citizenship Foundation (Fundacion Ciudadano Responsable)	CL
IADS - Instituto Argentino para el Desarrollo Sustentable	AR
Brazilian institute for Consumer Defence - IDEC	BR
Consumidores Argentinos	AR
UCI University	CR
Floresta	TZ
Rural Federal university of Rio de Janeiro (UFRRJ) / Universidade Federal Rural Do Rio De Janeiro, CPDA	BR
Colectivo Ecologista Jalisco	MX
Beijing Normal University, Environmental Education Center	CN
Eco Global	CR
Cape Town University	ZA
African Communities Network Towards Sustainability (14 organisations in 14 countries)	SN
SAG (Society in Action Group)	IN
The Copperbelt University, UNESCO School of Mathematics & Natural Sciences	ZM
Rhodes University	ZA
Swaziland Environment Authority	SZ
Consumer Watch	KE
RMIT University	AU
Tongi University	CN
University of Indonesia	ID
Institute of Leadership and Common-Win Culture	KR
Chulalongkorn University, Research and Development Center on ESD Innovation, Faculty of Education	TH
Peruvian Association of Consumers and Users - ASPEC	PE
International Federation for Home Economics	AT
University of Cairo	EG

