

Partnership for
Education and research about
Responsible
Living



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Project information

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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.livingresponsibly.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 Programme on Sustainable Lifestyles and Education (10-YFP-SLE) and has assisted in the evaluation of the U.N. Decade on Education for Sustainable Development and the preparation of the post-DESD agenda (UNESCO's Global Action Program: GAP). PERL2 has also contributed to the discourse on the post-Millennium Development Goals agenda, the Sustainable Development Goals. 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 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 an overview of PERL2's activities from 1st October 2012 until 30 September 2015. 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:**

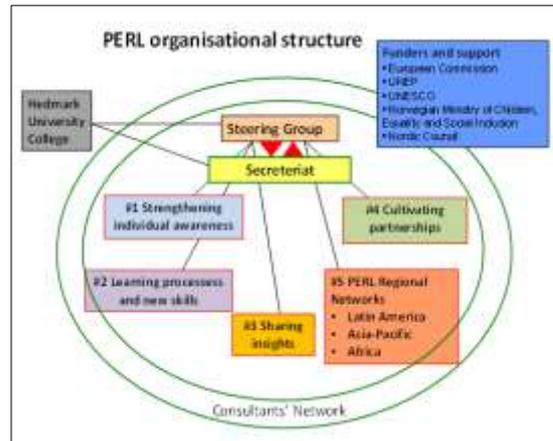
- **enhances cooperation** between professionals from diverse disciplines in order to develop integrated approaches to education for sustainable consumption;
- **increases synergy** between existing partnerships, networks and projects dealing with sustainable - production and consumption in order to 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 80 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 gaps 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 (such as “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.

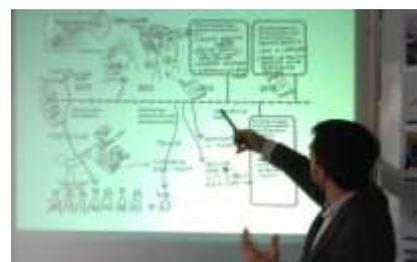


Hedmark University College, Faculty of Education and Natural Sciences, is in the process of establishing a center in order to continue to spread and further develop the work and materials of the CCN/PERL networks and to provide a framework for the activities coordinated by the College’s UNESCO Chair for Education about Sustainable Lifestyles. The Center will deal with the theme of education and research for responsible living and will interface with the College’s UNITWIN network which consists of many PERL partners. The Centre will, among other things, coordinate the College’s cooperation with the Norwegian Ministry of Children, Equality and Social Inclusion that includes the spreading of PERL materials to schools throughout the country, providing recommendations to the Ministry through its advisory group and organizing seminars. Hedmark University College sees the establishment of the Centre as an opportunity to broaden its interdisciplinary focus on sustainable production and consumption and continue its work with partners across Europe and the globe.

Monitoring and Evaluation Strategy

It is difficult to measure learning and behaviour change in depth. Some indication of the impact of PERL’s work can be gleaned through these documented figures:

- PERL partners have during October 2012-October 2015 shared key concepts about education for responsible living with over 9700 people in meetings, conferences, etc.
- More than 5000 students have been taught specifically about responsible, sustainable lifestyles by PERL partners.
- Over 230 articles and papers related to education about responsible living have been written during this period by PERL partners including a global stocktaking report.
- Over 25 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 concrete short-term impacts of PERL on the participating institutions and their staff has been the task of PERL's workgroup #3. Their research concluded that a large majority of the respondents indicated significant changes in attitudes and behaviour towards more sustainable, responsible lifestyles. More than 80% stated that they use more environmental friendly transport, have reduced their use of water and consume less energy in their homes.

There has also 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 have been made by the participants. The steering group received regular reports on the progress of the working groups from the workgroup leaders. PERL methods and materials have been tested in the field and subsequently refined and improved. External evaluators have been in continuous communication with the PERL network, acting as "critical friends" who provide constructive criticism and suggestions for improvement.

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 in Norway. Through them over 4000 copies of PERL Learning materials have

been sent directly to teachers who have requested them. Additionally, UNESCO-DESD's website, UNEP and the SCP Clearing 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 has used social media and the internet to share its work and resources. Technical difficulties required the creation of a new PERL website in 2014, www.livingresponsibly.org. Perl projects have been added to the LINKEDIN database. PERL is listed first in a row of organisations working on consumer education. PERL partners have used LINKEDIN, Twitter, Facebook, YouTube and other media to share professional information and news about PERL conferences and resources.

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. It also is done by PERL partners who have written chapters for textbooks in their countries such as the Czech Republic, Finland, Sweden, Lithuania, etc.



PERL was chosen as a best practice in Europe and shared its outputs at the Youropa conference 2013 and in the Focus Europe journal. At European and international conferences and meetings PERL shared 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.

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

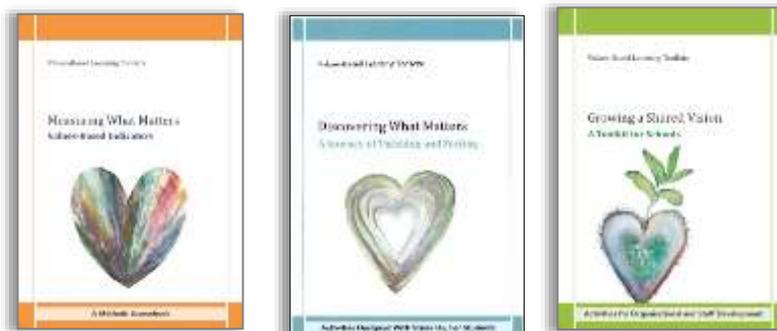
A. Strengthening individual awareness

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 for use in schools entitled, “Measuring What Matters - Values-based indicators”, “Discovering What Matters – A Journey of Thinking and Feeling” and “Growing a Shared vision – A Toolkit for Schools”.



To ensure that the «Values-based learning toolkits» were used effectively by teachers, and in teacher-training, pilot testing and seminars have been held. 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 took place at the Steinar School in Oulu, Finland and at Hofstad College in the Hague, The Netherlands. The “Measuring What Matters – Values-based indicators” toolkit has also been translated into Dutch and Spanish.



Stimulating informed choice

Stimulating informed choice is a key challenge for educators of responsible living. The results of the PERL student essay and video competitions by PERL1 (2009-2012) showed 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 PERL2 workgroup #2 held in 2013 a combined essay, video and photo competition on the theme of “Time as a Resource” and in 2014 a competition on the theme of “New Ways of Living Responsibly. What can we do differently in 2014?”. The videos and photos have also been used in the final active learning toolkit on the power of the media. Essay competition entrants were asked to write a press/magazine article. Announcements about both competitions 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 2014 magazine/press articles category first prize winner was Jessica Anne Portillo from the Philippines while the second prize winners were Natalie Bolichowski, Cora Harte and Jared Allen from Canada, the third prize winner was Samantha Jordan from the Philippines. The

photo competition winner was Marie Cristhel Axalan from the Philippines while the second prize winners were Gurpreet Rehalana and Tahireh Mohebati from Canada, the third prize winners were Molly Schoo, Bianca LaPenne and Marissa Lustri from Canada. Workgroup #2 decided not to hold a individual filmmaker competition in 2014's media competition. The first prize for the student video category went to Elaine Nasi from the Philippines while the second prize winners were Daniela Debono, Emma Caruana and Matthea Debono from Malta, the third prize winner was a group entry lead by Natalie Reilly from Ireland.



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; shared at a Portuguese national film festival and published in a digital newspaper.



Mapping changes in attitudes and behaviour

PERL workgroup #3 has researched relevant changes in knowledge and attitudes in the PERL institutions over the past 3 years. Has being involved in these projects made a noticeable difference to the PERL partners? The research has mapped 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 have provided a valuable source of information. The data was collected from the PERL partner institutions via surveys, interviews, seminars, etc. The report is available online at www.livingresponsibly.org. In brief, it can be concluded that the work carried out by PERL has had a significant effect on the partners involved and resulted in changed attitudes and behaviour. Although the partners themselves represent only a small fraction of those who have been exposed to PERL materials and activities, the report confirms that education and research about responsible living does have impact.

B. Learning Processes and New Skills

Curriculum development

The PERL workgroup #4 has adapted 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 included reviewing provisions for



education for sustainable living in existing policies and preparing reports on further development. The group recognized that, in contrast to some countries, the responsibility for curriculum development in these countries occurred to a greater extent on the regional level than on the national level. Consequently, the reports which the group made were targeted at middle level educational authorities rather than national ones.

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 participatory workshops for identifying skills for future sustainable societies. Three successful workshops have been held in Belgium, the Netherlands and Austria, identifying specific skills for the future. Many participants agreed that the future will not necessarily demand new skills, rather it will need the enhancing of particular skills which already exist today, such as; non-violent communications skills, respect, recycling skills and more awareness of sustainability. Participants agreed that these skills will be necessary for a number of “new green” jobs which will become available in the future.



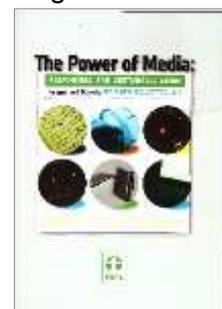
Participants foresee, for example, an increase in jobs within the sustainable packaging- and marketing industry. More jobs will become available in research to develop alternative, sustainable materials and products as well as green energy production. This initial groundwork has now developed a methodology for creatively considering the importance of new skills; however, more work is needed to map these skills and make them 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 very 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. Two new active learning methodology toolkits called “What’s the Story? Responsible and Sustainable Living, Images and Objects Active Methodology Toolkit 5 and “The Power of Media: Responsible and Sustainable Living, Images and Objects Active Methodology Toolkit 6” have been created. The toolkits are



for use in secondary schools but are 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



are be downloadable from PERL’s website.

A team of teacher trainers has been trained to use the toolkits. A training manual is also available for teacher guidance in use of the methodology. Active Learning methodology toolkits 1-4 have been translated into Spanish with toolkits 2 and 3 printed and distributed during the PERL conference in Paris, March 2015. Toolkit 3 “Financial Literacy” has been translated into Icelandic and Estonian while Toolkit 5 “What’s the Story” has been translated into Dutch and Slovenian. All the translations have been widely distributed. Toolkits 1-5 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 PERL 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 was 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 sought the help of a PERL partner to reach a wide audience and encourage their involvement in establishing social responsibility processes. A youth gathering event was held online called: “Youth Can Move The World: Social Responsibility + The Decision To Act = Positive Change.” The online event took place on the 27th of February 2015 and gathered youth from around the globe, from Greenland to Mombasa. Participants were able to listen to amazing real life stories from youth who have achieved extraordinary things against extraordinary odds. Participants had deep and powerful discussions and discussed what single step of spontaneous action they could take to make their impact transformational. Twelve pledges of action were committed too and within a week of the online event 7 of these pledges were completed.

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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 launched the booklet at the PERL annual meeting in Ireland 2014 and distributed it to contacts throughout Europe and the world including distribution in connection with the concluding UN-DESD conferences held in Japan in 2014 and PERL’s conference at UNESCO in Paris, 2015.



PERL Consultants' Network

The members of the PERL consultants network are from many different countries and this has been useful in providing diverse perspectives on the PERL activities and materials. The PERL consultants' network has met during the PERL annual meetings and assisted with the preparation and improvement of various materials PERL has created. They have assisted with contributions to the SCP Clearinghouse. The consultants' network has also contributed to local

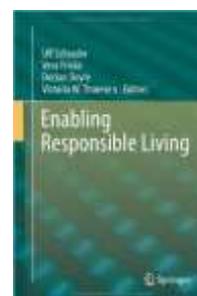


and national discussions about enabling responsible living and they have carried out research which was presented at the PERL conference in 2015. Over 100 abstracts of research papers were received for the PERL conference in 2015, the majority of them from members of the PERL consultants network. Some of the consultants network served as peer reviewers of the research papers submitted for the PERL publications. The consultants network has also carried out extensive dissemination of PERL materials.

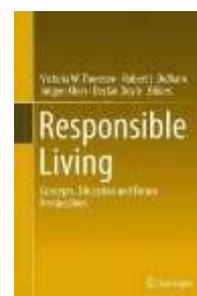
Contributing to the public and scientific discourse: research, seminars and conferences

Major PERL research publications:

The compilation of best papers presented at the PERL International conference held in Istanbul, Turkey was published for PERL by Springer Publishing in 2013 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". The book consists of 13 double-blind peer reviewed interdisciplinary research articles.



A second book of PERL research was published by Springer Publishing in 2015 entitled, "Responsible Living, Concepts, Education and Future Perspectives". This book is a compilation of articles dealing with topics related to advancing norms and policies about education for responsible living, about transforming learning environments and educational approaches, and about empowering youth and local communities. In addition, the book contains a special interview, "Reflections on a Dedicated Partnership" which looks at the PERL network and the processes it has gone through and been a part of. The book was presented to the UNESCO's Director of Education at the PERL international conference held in Paris in March 2015.



The PERL International Conference:

"Preparing – Engaging – Responding - Learning about responsible living"



The PERL International Conference, was held at UNESCO headquarters in Paris, France on March 10-11, 2015 and brought together 125 participants from 35 countries to look closely at what has been accomplished during the last decade and carefully consider new scientific evidence and practices about sustainable,

responsible living. Some highlights of the conference were: Arjen Wals examination of education for sustainable development; Arvind Singhal's presentation of positive deviance; Bert de Vries's discussion of integrative world views; and Mariana Nicolau's description of leverage points for social change. A symposium was held on "Ethical Transformation and

Education for Service at the Community and Institutional Level”, and workshops on “Global Frameworks for the Transition to Sustainable Lifestyles” as well as “Systems Thinking in Education for Responsible Living”. 36 research presentations provided inspiring insights into the areas of sustainable solutions at the local level, mobilizing youth, transforming learning environments, building the capacities of educators and trainers and advancing policy. The conference included theatrical and musical approaches to the topic of responsible living. The conference concluded with a set of recommendations from the participants which strongly encouraged continued work in the field of responsible living and continued collaboration among those who have been PERL project partners.



Looking for Likely Alternatives has been a popular learning methodology created by PERL partners. During this project period it has been translated into Finnish. Workshops for teachers have been held about LOLA in Ireland, Norway and Lithuania in 2013-15.



Some of the articles PERL partners have written in scientific journals:

- “Can Business contribute to Sustainable Development?” *Sustainability (journal) 2014.*
- “Sustainable Consumption: Bridges and crossroads” *SCOPUS, 2014.*
- “Responsible Consumers”, *Umweltdaten, 2014*
- “Customer Audit as a potential quality management tool”, *Kvalita-Qality, 2013*
- “Self-evaluation on the way to retardation of pace of life and resources transformation”, *European Academy of Science and Arts, 2013.*
- “Sustainable Marketing and Sustainable Consumption”, *2013 (a three article series).*
- “Responsibility for Radical Change in Emission of Greenhouse gasses”, *Carbon Management doi, 2013.*

A brief overview of some of the conferences, seminars, courses and workshops that PERL has contributed to:

-“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.

-Seven PERL partners participated in “The Power of ESD” conference arranged by SWEDES 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.

-A presentation about PERL and the partnership processes was given at the Vilnius Pedagogical University in April 2013 as part of Erasmus teacher exchange.



-In November 2012 PERL was presented at a conference for teachers in Lisbon, Portugal. In addition to this poster, materials were distributed. In June 2014 and June 2015 the winners of the PERL media competition videos were shown at 'Cineconchas', a short film festival organized by Centro Social da Musgueira and EGEAC - Empresa de Gestão de Equipamentos e Animação Cultural in Portugal.

-PERL partners participated in and held a crosstalk, “Opportunities for public servants to contribute to today’s dynamic society”, at the “Borders to Cross” conference held in Amsterdam, the Netherlands October 2013.

-A PERL partner gave a presentation under the title: Home Economics Literacy for ARAHE, July 2013 Conference in Singapore.

-A PERL partner arranged a roundtable for university students at Plovdiv University about PERL-related work and presented PERL at the New Bulgarian University in January 2013 in Sofia, BG, and made a presentation about Responsible Consumption to the Europe Direct Network in February 2013.

-A PERL partner developed the course modul entitled: Smart Grid, about Alternative Energi sources for the Riga Technical University.

-PERL learning materials have been used at the University of Latvia in English courses 2013-2015.

-Two presentations were made related to PERL at meetings and seminars of “The Parliamentary Home Economics Supporting Group” in Finland October 9 and November 15, 2013.

-PERL’s activities were presented at VIVE’s course “Sustainability, Participation and Environmental Policy”, in BE November 2014.

- 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.



-PERL has been presented and materials used in 3 courses at the Thomas Beta University in the Czech Republic from 2013-2015.

-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

-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 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, 2012.



-PERL partner, Carlow Institute of Technology, in Ireland held a seminar on resource efficiency in December 2014. The seminar was attended by 87 people of which 60 were representatives of small and medium businesses from Ireland and Wales and local governments. The seminar was well received.

-At the Hertie School of Governance in Berlin, a PERL partner presented a paper at a workshop on “Subsidiarity in Global Governance”, June 2014.

-PERL activities and resources were shared at the NERA (Nordic Education Research Association) seminar in Lillehammer, Norway in March 2014.

-A workshop about PERLs active learning methodology was held at the conference entitled: “Modern pedagogical challenges in theory and practice” in January 2014 in Slovenia.

-PERL partners participated in and distributed PERL materials at the UNESCO World Conference on Education for Sustainable Development, and at the Higher Education Conference on ESD the 10-12 Nov. 2014 in Aichi-Nagoya, Japan. Attending were over 1000 participants from 150 countries including 76 ministerial-level representatives.



-At the GUPES/GUNI international seminar : «The world beyond 2015: is higher education ready?», 11 Dec. 2014 in Barcelona, Spain PERL was presented and materials distributed. Attending were 100 representatives (rectors, etc.) from Universities in the area.

-PERL partner presented at a workshop “Leitbilder und Instrumente des Verbraucherschutzes vor neuen Herausforderungen”, 27 November 2014.

-The University of Helsinki runs a research program “Home Economics and Everyday Living” which shares similar goals and intentions as PERL and is lead by a PERL partners.

-Lectures on Responsible Living on PERL learning materials presented in Poland at the University of Rzeszow Business Ethics course and Waste Management courses and at ESD workshop and conference for 300 secondary school teachers and students in 2014.

-A PERL presentation was made at the Center for Management and Strategic Studies (CGEE) in May 2014.

-PERL presentations were made in connection with the University of Malta’s course “Nutrition, Family and Consumer studies”.

-An international seminar was held at Hedmark University College, Norway about Education for Sustainable Lifestyles, 15 September 2014 of the 50 attendees 11 were PERL partners.



- A national seminar on education for sustainable lifestyles was held at University of Riga, Latvia 23-25 February 2015 for students and staff from three universities in the city. PERL partners made the main presentations.

-Participation in consultation amongst UNESCO Chairs on ESD at meeting to prepare “Joining Forces UNESCO Chair Network”, Leuphana University, Germany 4-6 May 2015.

-PERL learning methodologies and materials were presented and evaluated at an international workshop on ESD in Taallinn, Estonia 1-3 May 2015.

-WEEC International Conference (keynote speaker and co-host of a symposium on education for sustainable lifestyles) 28 June- 2 July 2015 Gothenburg, Sweden

D. Cultivating Partnerships

Follow-up of the Rio2012 Earth Summit

The Rio2012 Earth Summit conference brought together world leaders and thousands of concerned citizens to shape how we can reduce poverty, advance social equity and ensure environmental protection. The Summit resulted in agreement on a process to lead to a new set of global development goals (Sustainable Development Goals, SDGs), a 10-Year Framework of Programmes on Sustainable Consumption and Production, the establishment of a high-level political forum for sustainable development and a set of guidelines on green economic policies.

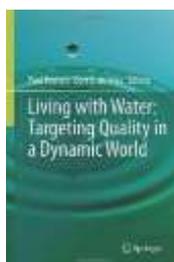


The PERL workgroup #11 examined developments related to education and research in Europe and globally about responsible living after the Rio+20 Summit on Sustainable Development. PERL has contributed to the SDG/post 2015 process with texts and feedback. PERL partners provided research assistance to a global stocktaking report to be published in 2015/16 as an official

10YFP report, on education about sustainable lifestyles, reporting on developments in Europe and other regions. PERL and some of its members are involved as advisory members, partners and co-leads of the 10YFP Programmes on Sustainable Lifestyles and Education, and Consumer Information.

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



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.

PERL partners participated in the SCORAI Workshops «teaching sustainable consumption» and «bringing participative methods to life» 8-10 Dec. 2014 in Lausanne, Switzerland. 45 researchers from 23 institutions and countries participated in the workshop.



Mainstreaming responsible the Nordic Council has been a part. The project multidisciplinary course on the educational community



consumption in higher education is sponsored project of which PERL aimed at creating an online education for sustainable living for at large.

There has been close collaboration with the SWEDESD (The Swedish International Center of Education for Sustainable Development. PERL has had a member on the SWEDESD advisory board member at Uppsala University, Faculty of Educational Sciences, Sweden and contributed to conferences and seminars arranged by SWEDESD.



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 continued through 2014.



In cooperation with the Norwegian Ministry of Children, Equality- and Inclusion, PERL translated, printed and distributed to teachers throughout Norway its Active Learning Images and Objects Toolkits #1,2,3, 4 and 5.

-PERL has collaborated closely with the International Federation of Home Economics throughout the project period. PERL resources have been used in courses at the University of Malta course "Intro to Nutrition, Family & Consumer Studies. Active Learning (PERL focused) workshop was held during the International HE Conference in Malta, March 20-23, 2015 where PERL partners made key-note and other presentations and posters.

-The Federation of Environmental Educationalists has used the PERL Images and Objects Active Learning methodology in connection with its educational program on forestry and wood, building further upon the work begun in PERL1.

-PERL has had a Memorandum of Understanding with Consumers International confirming collaboration during the project period.

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 an international centre for research and education about responsible living is being established PERL workgroup #12 assisted in the processes leading to the development of the center. Hedmark University Collage also established a UNESCO Chair for Education about Sustainable Lifestyles and a UNITWIN network which will also carry forth the work of PERL. This is the first UNESCO Chair in any subject in Norway and the first Chair for Education for Sustainable Lifestyles in the world.

Administrating and monitoring

PERL's Core Unit has carried 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 per 2015 are (in order of photographs below): Victoria W. Thoresen (coordinator), Bjørg Quarcoo (Core Unit member), Declan Doyle, Sacha de Raaf (Core Unit member), Garrette Clark , Bernard Combes, François Jegou, Miriam O'Donoghue, Gregor Torkar, Machteljin Brummel, Einar Hugo, Ian Fenn.



The PERL steering group and Core Unit consulted 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 second annual partnership meeting entitled: "The Future We are Creating", was held in St. Angela's College, Sligo, Ireland 2-4 April, 2014. 70 partners participated to continue the work on the project's deliverables and to discuss how PERL can further contribute to the

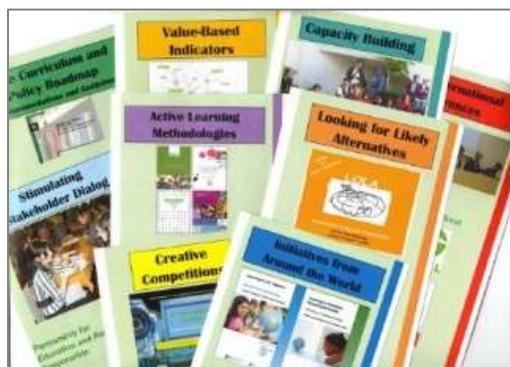


European Union's efforts to develop sustainable lifestyles. Guest experts provided valuable updated information about new trends in active learning, systems thinking and learning assessment.

The final partnership meeting of PERL2 was held in connection with the PERL international conference 9-11, March 2015 in Paris at UNESCO Headquarters. Workgroups met, developed their workpackages, carried out evaluation of the project and consulted on future collaboration in light of developments throughout Europe.

Newsletters

The PERL Core Unit has published 3 Newsletters yearly and updated and maintained the PERL website (www.livingresponsibly.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

Due to technical difficulties, PERL had to change the website from www.perlprojects.org to www.livingresponsibly.org. The PERL website provides access to all the PERL resource materials as well as giving an overview of the project structure, goals, activities and partners. The website also offers news and updates about PERL partners work and about the major issues connected to education and research about responsible living.

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 responsible living 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 PERL regional networks have assisted in translating and adapting several of the PERL resource materials. 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. For more details see section: "International Outreach".

PERL has continued strengthening the regional networks and updating them about what PERL2 is doing in Europe by having the regional network coordinators consult 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.

PERL Regional Network for Asia 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.

A Southeast Asia workshop on: Education For Sustainable Consumption and Promoting Sustainable Lifestyles in Malaysia, Philippines and Thailand was hosted on the 11th of March 2014. 14 participants gathered for the one-day intensive web-based workshop. The participants included relevant government officers, practitioners, and civil society members, and experts in ESC from research universities and international organizations, including UNESCO and UNEP.

The PERL regional network for Asia and IGES co-hosted a two day workshop (National Roundtable Discussion) on Advancing Education for Sustainable Consumption (ESC) and Sustainable Lifestyle Practices in China on the 25-26 October 2014. Over thirty participants attended the workshop.

PERL's activities and resources have been presented at seminars to Japanese professors, representatives from the Japanese Council of Businesses delegation, and to national policy-makers in October, 2014, January 2015 and February 2015 focusing on the topics of sustainable lifestyles and consumer citizenship. A seminar on "Advancing Sustainable Lifestyles & Education" was held in Tokyo by PERL and IGES on the 17th of November 2014.

PERL partners also presented papers at the Global Research Forum on Sustainable Production and Consumption in Shanghai, 8-11 June 2014.



PERL Regional Network for 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 13 countries attended including representatives from the Ministries of environment of Chile and Columbia. The participants 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). There has been consolidation of the regional network to develop the concept of education for sustainable consumption to a Latin-American context

PERL's regional network coordinator has done research on organizations and their work on sustainable consumption for a regional meeting in Colombia and presented PERL's work at a meeting for Civil Society in November 2013 in Panama.

Two virtual workshops that focused on education for sustainable consumption for Latin America were held with PERL as an associated partner. The first took place on the 21st of Aug. 2014 and focused on SCP and the second took place in October and.



PERL Regional Network for Africa Seminar

In June 2014 the PERL African Regional Network held a seminar on new skills for sustainable living in Western Cape, South Africa. 25 Popular Education practitioners, professionals and volunteers, participated in the seminar and worked together on sketching their own vision for the future. The seminar focused on solutions and outcomes to achieve the vision for the future and life/professional skills

development was discussed. Participants felt that learning to sketch their own vision and how to develop the skills needed to achieve this vision was very usefull and gave them motivation and energy to bring this back into their local communities.

PERL regional partners also contributed to the EESSA workshop held in Africa as well as presenting a paper at the 1st Annual National Further Education and Training College Conference – mobilising towards Success. Topic: Career GPS, a career development program aimed at empowering youths and adults to reach fulfilling, sustainable and socially just careers.



4. Partnership

The PERL2 Erasmus Academic Network partners (per 31.09.15) were:

Name of Organisation	Country
Hedmark University College	NO
Catholic University College of Education Graz	AT
VIVES University College	BE
Strategic Design Scenarios	BE
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 Competition and Consumer Authority	FI
University of Helsinki	FI
French Institute for Consumer Affairs	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 Ciências 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
European Environment Bureau	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.
Netherlands Enterprise Agency	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
Adora Foundation	UK
Leuphana Universitat Luneburg	DE
Consumers International, Latin America	CL
IFIHP	ZA
IGES Institution for Global Environmental Strategies	JP
Consumers International, Africa	ZA



PERL partners in Europe

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. 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. Hedmark University College is in the process of 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. In addition to the establishment of a center the Hedmark University College also established a UNESCO Chair and UNITWIN network which will also carry forth the work of PERL in an even broader global context. This is the first UNESCO Chair in any subject in Norway and the first Chair for Education for Sustainable Lifestyles in the world.

Projects between PERL partners are also being prepared 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 and the Global Action Plan for ESD.



“PERL’s mission to empower individuals and their communities to recognize the influence they have as stakeholders, citizens and fellow human beings; and PERL’s efforts to assist people in putting principles into action-- remain both relevant and extremely important.” This was the conclusion of the PERL international conference hosted by UNESCO in March 2015.

After extensive discussion about the present needs related to the transition to more sustainable lifestyles, the PERL conference participants strongly recommended that:

- a) PERL continues as a consortium of organizations and individuals engaged in social change that galvanizes the transition to more sustainable, responsible lifestyles;
- b) PERL partners maintain their active involvement in the public discourse on how to achieve equity, dignity and well-being for all and thereby continue to contribute to the existing international frameworks on education and sustainable development;
- c) PERL partners continue to pursue cutting edge, action-based research;
- d) PERL partners undertake to give visibility to innovative models of sustainable living, as well as, to relevant traditional wisdom from diverse groups and persons;
- e) PERL promotes the development of values-based learning and assessment;
- f) PERL endeavours to encourage empathy, caring and moderation in a wide variety of learning settings;
- g) PERL further develops active, participatory learning methodologies and tools.

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. In particular the 7th Environment Action Programme (EAP) emphasizes the importance of “living well within the limits of the planet” and fostering “an innovative, circular economy where nothing is wasted...” The EPA highlights the necessity of improving individual’s knowledge



base about sustainable development. PERL’s work addresses all nine priority areas of the EPA, in particular by focusing on how to teach students resource –efficiency and how “to do more with less”; as well as how to deal with lifestyle-related challenges to health and well-being. PERL has concentrated on ways of stimulating social innovation and creative community approaches. It has, through systematic application of the research carried out by its

partners and others, sought to strengthen the scientific base upon which individuals make their daily lifestyle decisions.

In an effort to support the EU work on Health and Food Safety, PERL has been a partner in the Consumer Classroom which has shared online learning methodologies and materials for responsible living. The EU Commission has, during the last decade, also 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 and PERL has collaborated closely with universities throughout Europe to this end.

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” PERL’s 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 to ensure that the 10YFP Sustainable Lifestyles and Education Programme 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 10YFP Sustainable Lifestyles and Education Programme. For more details see section: International Outreach



7. International Outreach

In addition to the work PERL2 has done to maintain its regional network activities in Asia, Africa and Latin America, the network has, as well, shared its insights and outputs with people and organizations around the world who have contacted PERL for advice and cooperation. United Nations meetings related to the post-Millennium Development Goals Agenda (The Sustainable Development Goals), the Post-DESD agenda (The Global Action Program) 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. One of PERL's members is also involved in co-leading the 10YFP Consumer Information Programme.

PERL's international outreach, falls into three strategic areas.

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 contributed to UNESCO's final DESD conference in Nagoya, Japan and held a presentation of PERL's work with the UNEP Institutional Strengthening for ESC program. PERL is functioning as a Partner Network for the Global Action Program which follows the Decade.



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



The 10-YFP was adopted at the Rio+20 World Summit on Sustainable Development in 2012 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. PERL is a member of the 10-YFP on sustainable lifestyles and education Multi-stakeholder Advisory Committee (MAC)

and has participated in consultations and activities of the MAC. PERL partners contributed content to the Global Stocktaking Report: "Pathways to Sustainable Lifestyles. They are collaborating on research initiatives on 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 NEEED	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

