



PERL2 Work Plan

03.06.2013

The Partnership for Education and Research about Responsible Living

PERL2 The Partnership for Education and Research about Responsible Living 2012-2015 Work packages and deliverables

Strengthening individual awareness	5. New skills for sustainable living	10c. PERL international conference
1. Bridging the knowledge/action gap	5a. Workshop for identifying skills needed for future sustainable societies	10d. Publication Promoting responsible Living vol. 2
1a. <i>Toolkit for teachers</i> for introducing use and value-based indicators for sustainable living	6. Building capacity in teacher training	Cultivating partnerships
1b. <i>Training of teachers</i> in use of toolkit	6a. Creation of two new active learning toolkits	11. Following-up after the Rio2012 Earth Summit
1c. Translation of toolkit into Spanish and/or Portuguese	6b. Adaptation and distribution of active learning materials of LOLA and Images and Objects to local conditions in 2 countries	11a. Participation in European follow-up events related to responsible living
1d. <i>Testing of toolkit</i> in 2 schools in different parts of Europe	6c. <i>Training</i> a PERL teacher training team	12. Establishing an international centre for education and research about responsible living
1e. <i>Report</i> on results of pilot tests	6d. <i>Evaluation</i> of pilot projects and adaptations	12a. Help establish Centre's routines, acquire seed funding, hire staff, spread information and launch
2. Stimulating informed choice	7. Encouraging constructive stakeholder involvement	13. Cooperating with relevant projects and partnerships
2a. <i>Student essay contests</i>	7a. Hold a Youth Roundtable about constructive stakeholder involvement by youth	13a. Consult with relevant projects, organizations and partnerships
2b. <i>Student video competitions</i>	7b. Supporting use of social responsibility tools through social media	Project Management
2c. <i>Student photo contest</i>	8. Focusing on positive, innovative initiatives	14. Administration and monitoring
2d. <i>Guidelines</i> for use of student essays, photos and videos in teaching	8a. Booklet of best practices of education for responsible living as well as policy and curriculum suggestions	14a. Updating the PERL website
3. Mapping changes in attitudes and behaviour	9. Consultants Network	14b. PERL Newsletters
3a. Identification of research parameters, data collection, analysis	9a. PERL collective workgroup meeting: "The Future we want"	14c. PERL Steering group meetings
Learning processes and new skills	9b. PERL collective workgroup meeting: "The Future we are creating"	PERL Regional Networks
4. Curriculum development	10. Contributing to the public and scientific discourse	Developing education and research about responsible living outside of Europe
4a. Curriculum review in two European countries	10a. PERL seminar on education about sustainable living and resource efficiency	15a. Consultations with PERL regional network coordinators
4b. National roundtable consultations		
4c. Reports about the curriculum development process	10b. Learning for Change workshops/Future workshops	15b. Regional seminars

All participants in PERL Work Groups and Consultants' Network will receive notification in advance of each telephone, online and face-to-face meeting containing more specific details. Below is a preliminary list of PERL2 face-to-face meetings and may be revised. Please note the first Collective Work Group meeting planned for March 2013.

Dates	Events	Participants	Location	Comments
18 October 2012	PERL2 steering group meeting with regional network coordinated	SG +15	Hamar, Norway	
19 October 2012	Steering group meeting	SG	Hamar, Norway	
7-9 March 2013	Collective Workgroup meeting	CM	Marseille, France	Workgroups/Consultants Network/ Regional Coordinators Network
22-23 April	Youth Roundtable consultation	WG	Copenhagen, Denmark	Workgroup #7
24-25 June 2013	Steering group meeting	SG	Paris, France	

CM: Collective Meetings

SG: Steering Group

CON: International Conference

WG: Workgroup meetings

M: teacher training seminars (LOLA, ALM)

PERL 2012-2015

Places and dates in cursive are tentative and can be changed by the group but they must inform the Core Unit in advance of any changes

ESC= education for Sustainable Consumption; H&N= UNEP document: Here and Now; ESC; I&O=Images and Objects publications; LOLA=Looking for Likely Alternatives toolkit

*= Steering Group representative for Work Group

Work Groups:	Tasks	Deliverables	Members	Meeting dates (md/yr)	Meeting places	EU/int
Strengthening Individual Awareness						
<p>1. Bridging the knowledge/action gap: As many researchers have noted, there is an observable gap between what many individuals, especially consumers, 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. The present discourse about consumer behaviour involves two major diverging opinions. On the one hand, those who are convinced that people's actions are determined by external material conditions such as price and availability. On the other hand, those who contend that values can and often do motivate the choices people make. Frameworks for values-based indicators have been successfully investigated and developed by, among others, The EU Framework 7 Research project ESDinds (www.ESDinds.eu) 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. PERL proposes, in order to take this work forward in the context of schools rather than cso's and businesses, to adapt the WeValue guide for use by teachers and carry out pilot testing in two schools. Thus, this workpackage will contribute to learning to use value-based indicators for sustainable living and thereby assist in balancing the focus on the social as well as the environmental and economical dimensions of sustainable development.</p>						
<p>1a. Toolkit for teachers for introducing use of value-based indicators for sustainable living</p>	<p>Throughout the last decade most education about sustainable lifestyles has centered around explaining the dire consequences of what has been done wrong. Approaching education for sustainable lifestyles from a more positive and constructive perspective is the intent of the toolkit which will be created. By considering « the future we want » and why we want that future stimulates agency and the ability to determine one's future rather than to merely be formed by external events. But to consider the dimensions of a desirable future the individual or group (in this case class or school) must examine and identify the values base from which this should spring. This deliverable will be a practical, handy guideline for teachers explaining the use of the WeValue model. The targetgroup is teacher trainers and teachers (of all levels but mainly focusing on secondary school). The toolkit will be designed and printed in 200 copies as PERL's experience has repeatedly shown that in addition to availability of materials online, teachers seek hard copies of materials. This first toolkit will</p>	<p>Delivery Date: 1 June 2013</p> <p>Prepare/create toolkit as a practical handy guideline for teachers explaining the use of the WeValue model. 200 copies will be printed.</p> <p>Translation of toolkit</p>	<p>Arthur L Dahl Onno Vinhusyen Dana Vokounova Marilyn Melmann Marie Harder (Gemma Burford) (Ismael Valesco) Kirsi Niinimaki Victoria W. Thoresen*</p>	<p>March 2013</p> <p>Spring 2014</p> <p>March 2015</p>	<p>Marseilles</p> <p>Poland</p> <p>Berlin</p>	<p>EU</p>

	be in English but will be made with the possibility of future translations and adaptations in mind.					
1b. Training of teachers in use of toolkit	Values and questions of life-quality in relation to sustainable living are not central themes of most teacher-training institutions in Europe. Although many institutions of higher education train teachers in ethics and religious studies, the WeValue approach to inter-active learning requires interdisciplinary cooperation, multicultural awareness, non-dogmatic attitudes and the ability to help students recognize the interconnectedness of values and actions. To ensure that the WeValue teacher toolkit which PERL2 will create can be used effectively by teachers, this deliverable involves holding a one day teacher-training seminar based on use of the WeValue teacher toolkit. The seminar will provide an opportunity to evaluate and adjust the toolkit if necessary.	Delivery Date: 1 November 2013				EU/int
1c. Translation of toolkit into Spanish and/or Portuguese	Spanish is a language which is understood by a large number of Southern Europeans as well as the majority of people in Latin America, as is Portuguese. As PERL collaborates also with many teacher training institutions in these areas, a translation of the kit into Spanish and /or Portuguese will widely increase the scope of its dissemination and use. The toolkit will be available online in Spanish and /or Portuguese and in English.	Delivery Date: 1 Feb. 2014				EU/int
1d. Testing of toolkits in 2 schools in different parts of Europe	After having developed a toolkit as a guidebook for teachers and holding a training seminar, teachers will be encouraged to test the approach. This will hopefully be possible in at least 2 countries in Europe. The scope of the pilot tests will depend on the availability of time and space in relation to local curricula. For some it might be a project based unit over a shorter period of time with one class, for others, who have the opportunity, it might involve a series of learning sessions over a longer period of time. The pupil/student target group will be dependent upon which teachers are able to	Delivery Date: 1 Dec. 2014				EU

	implement the pilot tests in their schools (primary, secondary or tertiary).					
1e. Report on results of pilot tests	This deliverable encompasses a report which is an evaluation of the process with the WeValue methodology in relation to schools and teachers. The report will showcase what has been done and contain both teacher and student feedback. It will examine the adaptability of model, consider replicability, and provide suggestions for improvement.	Delivery Date: 1 July 2015				EU
2. Stimulating informed choices: Commercial pressure and inadequate or too much information cause problems for the individual who has to make daily choices that affect his/her way of living and affect the lives of others as well as the environment. Stimulating informed choices is a key challenge of educators of responsible living. Two methods which PERL has experienced to be very useful are <i>student essay competitions</i> and <i>student video contests</i> . The results of the first pilot tests of these two activities 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 the key issues. Both the essays and videos can be used even more widely than at present and be further developed for use as teaching "teasers" and essays as input to discussions in classrooms.						
2a. Student Essay Contest	PERL2 aims to run two collective competitions combining the video, photo and essay competitions (originally planned to run separately from each other). This deliverable involves preparing the rules and the publicity about the student essay competitions. This involves determining the title, the length and the conditions connected to the awarding of the prize to the winner. It also involves collecting, reviewing and judging the entries and making the results available online.	Delivery Date: Ca. end of 2013 and the second in 2014 Review results, judge contests and review guidelines Printing of information materials for publicity.	Hanna Turetski- Toomik Christophe Bernes Finola Butler (Peter Daub) Alcina Dourado Andrea Mendoza Ana Pinto de Moura Miriam O'Donoghue*	March 2013 Spring 2014 March 2015	Marseilles Ireland U.K.	EU
2b. Student Video Competitions	PERL2 aims to run two collective competitions combining the video, photo and essay competitions (originally planned to run separately from each other). This deliverable involves preparing the rules and the publicity about the student video competitions. This involves determining the title, the length and the conditions connected to the awarding of the prize to the winner. It also involves collecting, reviewing and judging the entries and making the results available online. The student videos are themselves without text or speech in order to enable them to be used in all the European countries. They consist of images, sounds and music but not speech.	Delivery Date: Ca. end of 2013 and the second in 2014 Complete final reporting Acknowledgments for winners of student essay/video/photo	— " —			EU/int
2c. Student photo contest	PERL2 aims to run two collective competitions combining the video, photo and essay competitions (originally planned to run	Delivery Date: Ca. end of 2013 and the second in 2014				EU/int

	seperately from each other). Arranging a photo contest is new for PERL2 but is a natural development on the basis of the positive results of the PERL active learning methodology, « Images and Objects », which requires use of diverse images. It is also an approach which can use the experience of the PERL student essay and video competitions. This deliverable involves preparing the rules and the publicity about the student photo competitions. This means determining the title, the length and the conditions connected to the awarding of the prize to the winner. It also involves collecting, reviewing and judging the entries and making the results available online.		— " —			
2d. Guidelines for use of student photo's and videos in teaching	The purpose of the student video/photo contests is two-fold. One purpose is to encourage youth to reflect on the interconnected and often highly complex issues related to sustainable, responsible living by using media they are well acquainted with. The other purpose is to collect student created materials which can be used in learning situations. Teachers, however, are not always prepared and able to use these materials. The guidelines will assist them in planning and using and evaluating the photos/videos in their teaching. The guidelines will be available online. In the interest of integration and co-operation across the PERL network and producing an enhanced product, this delivery (2d) will be combined with the delivery of WG 6 Images and Objects Toolkit #2 (Toolkit No 6 in the series).	Delivery Date: 2015 (during PERL conference)	— " —			EU
2e. Guidelines for use of student essay competition	Instead of the essay competition, entrants will be asked to write a press/magazine article of approximately 1,500 words. Some of these articles will be published.					
3. Mapping changes in attitudes and behaviour: The central question which is repeatedly asked is: "Does focusing on education for responsible living actually increase understanding and change attitudes?" 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 for a number of years. PERL empirical work carried on by teachers and students provides a wide base for understanding the logics sustaining behaviour. PERL academic researchers wish to implement research on 'the rationalities of sustainability promotion' using the empirical knowledge acquired by partners. Using data collected from the PERL partner institutions via surveys, interviews, seminars,						

etc, the project will try to map relevant changes in knowledge and attitudes in the PERL institutions.						
3a. Identification of research parameters, data collection and analysis	The workgroup will determine what parameters the investigation and mapping will include. This might mean looking at course or curricula content, or perhaps noting when and where relevant topics are included in project themes, portfolio work, or examinations. It might mean examining teachers' and or students' knowledge and attitudes. The group will also chose which methodologies will be used in data collection and analysis. With the help of contributions from the PERL Consultants Network, the workgroup will carry out the data collection and make the analysis and compile a report. The report will be available online.	Delivery Date: 1 October 2014 Prepare research framework Review data collection results Complete final reporting	Elena Battaglini Helen Theodoropoulou Laszlo Borbas Iveta Lica Ana Christina Figueira Luis Cunha Ransom Lekunze Nadezda Klabusayova Declan Doyle*	March 2013 Spring 2014 March 2015	Marseilles Ireland U.K.	Int
Learning Processes and New Skills						
4. Curriculum Development: PERL has collaborated with UNEP, the Marrakech Task Force for Education for Sustainable Consumption (Italian government), and other governmental authorities and organizations to carry out a project entitled: "The Institutional Strengthening Project" (2010-12). This project created a research template for analysis of existing curricula in order to identify which aspects of education for sustainable living are included and which are lacking. This template has been used in pilot projects with the national educational authorities in Indonesia, Chile and Tanzania. After compiling the curriculum review, national roundtables have been held and the reviews were considered in light of the recommendations in the core curriculum presented in the "Here and Now! Education for Sustainable Consumption". Then recommendations were made to the educational authorities as to how to adapt their curricula and ensure better inclusion of central themes and approaches of education for sustainable living. PERL would like to use the project research template to review provisions for education for sustainable living in two European countries. If possible, with the cooperation of the national educational authorities, PERL would assist in the holding of roundtables similar to those in the Institutional Strengthening Project.						
4a. Curriculum review in two European countries	These curricula reviews will use the UNEP Intitutional Strengthening Project Research proposal guidelines and compare existing curricula and policies with the contents suggested in the «Here and Now! Education for Sustainable Consumption» core curriculum. Instead of appealing to national authorities as collaboration partners, this workgroup will approach educational institutions.	Delivery Date: 1 October 2013 Prepare toolkit Roundtable meeting Review results of curriculum Review roundtable and prepare evaluation Complete final reporting	Tove Brita Eriksen Taina Mantyla Lenka Muzickova (Petr Jakubicek) Alejandro Salcedo Bistra Vassileva Sanne Schnell Nielsen Robert Didham*	March 2013 Spring 2014 March 2015	Marseilles Ireland U.K.	EU
4b. National roundtable consultation	The one day roundtable will bring together educators and educational authorities to discuss how the results of the curriculum review can lead to reccommendation for changes in curricula to better reflect the knowledge and skills needed for responsible living.	Delivery Date: 1 December 2014	– " –			EU

4c. Reports about the curriculum development process	<p>The processes of curriculum review and modification are difficult and involve many factors in addition to pedagogical goals. The national sovereignty of European educational systems must be respected as do the politics directing national educational priorities. Nonetheless, experience shows that countries can learn from each other. Strengthening education for sustainable living is a common goal and therefore this workpackage has the potential to assist the chosen countries themselves in improving their focus on these issues. The report which will be made will evaluate what factors were of hinderance and what contributed to acheiving the goals of the workpackage. The report will be available online.</p>	<p>Delivery Date: 1 June 2015</p>	<p>– " –</p>			<p>EU</p>
<p>5. New skills for sustainable living: PERL proposes working on a project which will take a comprehensive approach to the development of skills for sustainable societies. This would include involving public institutions, businesses, consumers and community-based organizations in a creative process of identifying which skills are most needed in their communities. Highlighting the most needed skills for future green jobs and sustainable lifestyles is the focus of this work package. As PERL has focused on "core life skills" as an essential dimension of education for sustainable consumption, the project envisions that the PERL partners will in this step of identifying new skills for sustainable living ensure the "human dimension" of such skills for the future, in collaboration with business and local authorities whose focus has tended to be on more economic dimensions. This is a pilot project which has great potential for adaptation and replicability and is an initiative which many want to see take place as soon as possible. There are numerous added value activities which could evolve from this but which are dependent on the outcome of the defining process. Some examples of such follow-up activities could be to make a creative kit/guidebook on these skills or carry out a "curriculum innovation week" during which teachers can share how they can teach these new skills within the existing curricula would still be useful when this project starts.</p>						
5a. Workshop for identifying skills for future sustainable societies	<p>PERL (2009-2012) developed methodologies used with the SEE and SEEK initiatives which focused on involving stakeholders in envisioning sustainable lifestyles. These and other interactive approaches such as « Learning for Change » or « backcasting » or « scenario thinking » are suitable for acheiving the goal of this workpackage. As PERL partners have experience in these methods, it will be up to the work group to coordinate the facilitators, arrange the process and compile the results of this one day workshop.</p>	<p>Delivery Date: 1 February 2013</p> <p>Prepare workshop Review results of workshop and prepare evaluation report Complete final reporting</p>	<p>Amanda McCloat Veronika Schweiger-Mauschitz Marilyn Mehlmann Cheryl Hicks Francois Jegou Carme Martinez-Roca*</p>	<p>March 2013 Spring 2014 March 2015</p>	<p>Marseilles Ireland U.K.</p>	<p>EU</p>
<p>6. Building capacity in teacher training: Teaching sustainable ways of living has proven to be dependent on learning processes which are interactive, practical, and holistic. These processes need to include both local and global perspectives as well as being carried out in contexts which young people can easily identify with. 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 meet with extensive success amongst teachers and students. The toolkits have been translated in numerous languages and the training manuals and</p>						

seminars have received outstandingly positive evaluations. Adaptation to local conditions of both LOLA (looking for Likely Alternatives) and the Images and Objects toolkits has been carried out in a few countries. PERL2 will develop further the active learning methodologies by creating two more toolkits and adapting these in two more countries. Collection of the photos for use in the toolkits will be done in connection with the PERL2 workpackage #2 and the photo contest. There are constant requests for teacher training in use of the PERL active learning methodologies. To facilitate this and share the experience of the PERL partners who have assisted in the development of these materials, PERL2 proposes to train a corps of teacher trainers who can carry out teacher training on these approaches in different European countries. The toolkits and the teacher training team will be another PERL contribution to the U.N. Decade of Education for Sustainable Development.

6a. Creation of two new active learning toolkits	<p>The previous active learning methodology toolkits have concentrated on sustainable development, personal consumption, climate change, resource use and financial literacy. A training manual is available for teacher guidance in use of the methodology. The proposed new toolkits will continue to address topics of relevance and urgency related to sustainable, responsible living. The kits are to be an average of 16 pages and include resources both in hard copy and online. They will target secondary school but can easily be adapted for use in primary school. They will be printed in 200 copies and distributed through the PERL network and other channels.</p>	<p>Delivery date: 1 December 2013 1 December 2014</p> <p>Prepare and publish 2 toolkits 2 Editorial meetings Teacher training team seminar Review results of workshop and prepare evaluation Complete final reporting Translation of toolkits</p>	<p>Gregor Torkar Nuno Melo Violeta Dimitrova Vija Dislere Hans Levander Irena Zalienskiene Frans Lenglet Helen Maguire Miriam O'Donnoghue*</p>	<p>March 2013 2013 201? 201? Spring 2014 2014 March 2015</p>	<p>Marseilles Slovenia (ed. meeting) seminar Ireland Ireland (ed. meeting) U.K.</p>	<p>EU</p>
6b. Adaptation and distribution of active learning materials	<p>The Looking for Likely Alternatives toolkits help teachers take the learning experience outside of the classroom. Students discover examples of social innovation in their neighborhoods, make interviews and evaluations and share their findings. PERL partners in Germany wish to build on the development work done in Ireland with LOLA and make further adaptations to the German school situation. PERL's active learning toolkits, Images and Objects, will be translated into Spanish and adapted for use in Spanish speaking countries. They will be printed in 100 copies and distributed through the PERL network and other channels.</p>	<p>Delivery date: 1 October 2014 1 June 2015</p>	<p>– " –</p>			<p>EU/int</p>
6c. Training a PERL teacher training team	<p>Because the active learning methodologies which the LOLA and Images and Objects toolkits are created for are new and different pedagogical approaches to teaching, educators often feel the need for support and advice about how to deal with various situations which arise. They have also indicated the need for help in assessing the</p>	<p>Delivery date: 1 January 2014</p>	<p>– " –</p>			<p>EU/int</p>

	results of such learning sessions. PERL2 proposes to train a team (ca. 5-10 trainers) who can help teachers around Europe use these methodologies.					
6d. Evaluation of pilot projects and adaptations	The educational systems in Europe are quite diverse although the goal of learning for sustainable development is common for all. The varied manners in which teachers are trained and topics are dealt with make an evaluation of the spreading of the LOLA and Images and Objects methodologies essential. Such an evaluation cannot be purely comparative but must include anecdotal references and suggestion which can be tried by other countries. This report will incorporate experiences with these two approaches over the past three years as well as during the 2012-2015 project period. The report will be available online.	Delivery date: 1 August 2015	— " —			EU
7. Encouraging constructive stakeholder involvement of youth: The Global Survey on Sustainable Lifestyles (UNEP 2009) indicated that one of the greatest concerns of youth today around the world is their uncertainty as to how to contribute to systemic change. Many were eager to contribute to constructive developments in their communities but did not know how to go about this, who to address and what methods to use. Building both on the extensive data available from the GSSL survey, and on recent information available about youth intervention via social media, PERL plans to examine youths' involvement in issues related to responsible, sustainable living and involve youth in a discussion on what they feel they need to be able to be more active citizens.						
7a. Hold a Youth Roundtable about constructive stakeholder involvement by youth	PERL2 will hold a two day roundtable consultation involving youth from at least 15 different countries in Europe at which various aspects of active citizenship and agency will be focused upon. By using interactive techniques such as « Backcasting », and « Laboratories for Change » the roundtable seeks to stimulate the contributions of all those involved. A report of the outcome of the roundtable will be compiled and available online.	Delivery date: 1 April 2014 Prepare and publicize roundtable Review results of roundtable and prepare report Follow-up initiatives based on roundtable report Prepare final reporting	Jette Gottschau Vitor Nogueira Aleksi Neuvonen Miroslav Nikolov Steinnun Anna Gunnlaugsdottir Marilyn Mehlmann	March 2013 2013 Spring 2014 March 2015	Marseilles Copenhagen (Youth Roundtable) Ireland U.K.	EU
7b. Supporting use of social responsibility tools through social media	ISO-2600-SR is an international guidance standard which provides a valuable tool for stimulating constructive stakeholder involvement. The Consumer Citizenship Network from which PERL evolved was actively involved in creating the standard. A number of initiatives such as the (ref. LLP project Corporate Sustainability Information and Training in Europe) have begun	Delivery date: 1 October 2014				EU

	<p>informing people about and training people to use this social responsibility guidance tool. PERL is interested in contributing to the process of informing schools and other organizations about using the ISO-26000. Social media is a vehicle for sharing information which is used much by youth and increasingly by teachers. By exploring how to share information through the social media about tools for social responsibility, PERL2 seeks to reach a wide audience and encourage their involvement in establishing social responsibility processes in their neighbourhoods and daily contexts.</p>		<p>– " –</p>			
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Sharing Insights

8. Focusing on positive, innovative initiatives: During the past three years PERL has done a limited amount of mapping of best practices of social innovation and education for sustainable living. Some of the results were published, among other places, in a booklet entitled "Learning to Live Together" which was shared with representatives of civil society and of all governments at the U.N. Commission on Sustainable Development in May 2011. The response to this compendium was very positive and there have been repeated requests for more information shared in a similar manner. The booklet was based on the educational perspectives from the Delores Report: *Learning—the treasure within*. Such mapping and sharing of best practices is also an important way of documenting European initiatives related to education for sustainable living which is an essential element of the U.N. Decade on Education for Sustainable Development which ends in 2014. The compendiums proposed in this workpackage would be distributed to all countries in Europe and the world at the concluding UN-DESD conference to be held in Nagoya, Japan in 2014. It would be the third in the series as PERL (2009-2012) has received additional co-funding to prepare the booklet, "Learning to be" for the Rio-2012 Summit.

Thus the workpackage will involve compiling one publication: "Learning to Be" which, like the PERL publication: "Learning to Live Together": contains examples of best practices of education for responsible living as well as suggestions from the Policy roadmap and core curriculum: "Here and Now! Education for Sustainable Consumption" which was based on the work of the Consumer Citizenship Network to which many of the PERL partners belonged. The publication will be short, easily read, and contain descriptions of diverse examples. It will highlight the different aspects of education (learning to know, learning to do, learning to live together and learning to be) in view of education for sustainable, responsible living. In each there will be reference to content and suggestions from "Here and Now! Education for Sustainable Consumption". The target audiences will be governmental representatives (distributed, for example, at the RIM meetings; follow-up events after Rio+20 and at DESD international conferences), teacher trainers and teachers (distributed online, at conferences and at seminars and workshops).

<p>8a. Booklet of best practices of education for responsible living as well as policy and curriculum suggestions</p>	<p>Compile one publication entitled: "Learning to Be" like the PERL publication: "Learning to Live Together": containing examples of best practices of education for responsible living as well as suggestions from the Policy roadmap and core curriculum: "Here and Now! Education for Sustainable Consumption"</p>	<p>Delivery date: 1 October 2013</p> <p>Prepare innovations publication Create toolkit Review results and develop dissemination strategy Complete final reporting</p>	<p>Suzanne Piscopo Sevgi Kalkan Kaija Turkki Francesca Rizzo Irina Liokumovica Sacha de Raaf*</p>	<p>March 2013 2013</p> <p>Spring 2014</p> <p>March 2015</p>	<p>Marseilles (Ed. meeting) Ireland</p> <p>U.K.</p>	<p>EU</p>
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9. Consultants Network: PERL (2009-2012)'s experience, and that of the CCN, confirms the importance of the consultants network as a valuable element of our Erasmus Network projects. The consultants' network is a means of channelling the enthusiasm, expertise and assistance of the larger group to the advantage of the diverse workpackages of the project. Not everyone can be involved in all the PERL workpackages, but at the consultants' network's collective work meetings opportunities

are provided where input and feedback and exchange can be gotten from different participants. This enriches the results and ensures the interdisciplinarity of the work. It also functions as a quality control mechanism since the PERL partners have grown to accept and appreciate constructive criticism from their fellow network members. All the members of PERL2 will be a part of the PERL consultants' network which will provide input and reflection for all the work PERL2 will do during the project period. Participants of the PERL2 consultants' network will: contribute to the discussion, research and development work with information and insights on local and global activities about responsible living within the areas of consumer citizenship, social responsibility, social innovation and education for sustainable consumption and development; provide, when appropriate, recommendations and constructive criticism in connection with PERL research-, implementation-, and dissemination workpackages; assist, when possible, in assessing one or more of the activities carried out by PERL. This will be done through a series of communicative methods: online blog, email, telephone, questionnaires sent out by the working groups and the Core Unit, etc. The members of the PERL Consultant's network will participate, if possible, at the two planned collective workgroup meetings and the PERL conference. They will present their relevant research, participate in the discussion, and attend the workshops and exchange ideas and resources with other participants. The best of the research they present will be published in the "Promoting Responsible Living" series.

<p>9a. PERL collective workgroup meeting: "The Future we are creating"</p>	<p>In order to bring the PERL working groups together and at the same time benefit from the inputs of the consultants network, a collective working meeting will be held in October 2013 in Marseille, France. The meeting will be a 1 ½ day meeting (2 nights) and will allow all the workgroups to meet as well as having time to interact with each other and with the rest of the consultant's network. There will also be a few guest experts who will provide updated information about the state of the art in relation to education for sustainable, responsible living. The meeting will also be an important milestone in PERL's preparations for the conclusion of the UN Decade on education for sustainable development.</p>	<p>Delivery date: 30 September 2015</p> <p>Consult, share research, give feedback on PERL outputs.</p>	<p>All the members of the consultants network will: contribute to the discussion, research and development work; provide, when appropriate, recommendations and constructive criticism in connection with PERL research-, implementation, and dissemination; assist, when possible, in assessing one or more of the activities carried out by PERL. This will be done through a series of methods: online blog, email, telephone, questionnaires sent out by the working groups and the Core Unit, etc. The members of the PERL Consultant's network will participate, if possible, at the PERL conferences and present their relevant research, participate in the discussion, attend the workshops and exchange ideas and resources with other participants.</p>	<p>March 2013 Spring 2014 March 2015</p>	<p>Marseilles Ireland U.K.</p>	<p>EU</p>
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<p>9b. PERL collective workgroup meeting: "The Future we are creating"</p>	<p>In order to bring the PERL working groups together and at the same time benefit from the inputs of the consultants network, a collective working meeting will be held in 2014 in Poland. The meeting will be a 1 ½ day meeting (2 nights) and will allow all the workgroups to meet as well as having time to interact with each other and with the rest of the consultant's network. There will also be a few guest experts who will provide updated information about the state of the art in relation to education for sustainable, responsible living. The meeting will also be important as a midway review of PERL2's achievements and a coordinating of the remaining part of the PERL2 project period.</p>	<p>Delivery date: 30 September 2015</p>	<p>All the members of the consultants network will: contribute to the discussion, research and development work; provide, when appropriate, recommendations and constructive criticism in connection with PERL research-, implementation, and dissemination; assist, when possible, in assessing one or more of the activities carried out by PERL. This will be done through a series of methods: online blog, email, telephone, questionnaires sent out by the working groups and the Core Unit, etc. The members of the PERL Consultant's network will participate, if possible, at the PERL conferences and present their relevant research, participate in the discussion, attend the workshops and exchange ideas and resources with other participants.</p>			<p>EU</p>
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10. Contributing to the public and scientific discourse: There is a clear need for carrying out action-based, interdisciplinary research which provides further insights into what we do and why and how that impacts both society and the environment. There is also the need for holding conferences, seminars and workshops in which such research and experiences can be exchanged and discussed. In particular, there is still a need for research and conferences which examine the social dimensions of sustainable development. This workpackage will ensure that PERL2 continues the successful traditions from CEN and PERL (2009-2012) which involve encouraging research and bringing people together to frankly consult and innovatively approach the challenges of our times. PERL will continue to focus on arranging quality seminars, workshops and conferences. PERL conferences held so far have attracted policy makers, researchers and practitioners. They have focused on themes such as: Using, choosing or creating the future?", "Taking Responsibility", "Catalyzing Change", "Assessing information as consumer citizens", "Building bridges—transdisciplinarity and stakeholder involvement", "Making a Difference". The fact that the PERL conference for March 2012 entitled, "Beyond Consumption, Pathways to responsible living" has already attracted over 90 abstracts from many established researchers in the field, is a clear indication that the PERL fora are becoming places where those working in the field are interested in coming together and continuing the discourse.

Specifically, PERL2 seeks to hold a seminar on education about sustainable living and resource efficiency, one or more Learning for Change workshops/Future workshops, and two* international conferences during the project proposal period. And as previously, PERL2 will publish online a complete compilation of presentations as well as publishing a selection of the best research papers from its conferences in the PERL series "Promoting Responsible Living". If possible, the series will be published again by the well known publishers, Springer of Germany.

The working group will plan and carry out the workshops and conferences. They will prepare the call for proposals, review abstracts for presentations, prepare the program and prepare and edit and disseminate a conference report after the conferences.

*Please note that as mentioned earlier in this proposal, the European Erasmus Network PERL project (2009-2012) has attracted much attention outside of Europe resulting in the development of regional networks in Africa, Latin America and Asia (supported by sponsors other than the EU). The regional networks have in return given PERLs European partners important perspectives on global issues and the interconnectedness between the lifestyles of Europeans and the lives of people elsewhere. PERL has been requested to hold one of its international conferences in the coming three years in either Africa or Latin America. As this falls outside of the restrictions of the use of this programme, that conference is not included in this proposal, but is mentioned because it is a part of the pattern of continual research and exchange upon which PERL2 will be based. Sponsors for holding the PERL conference to be held outside of Europe will be sought separately.

10a. PERL seminar on education about sustainable living and resource efficiency	This seminar will examine, in line with the EU2020 Action Plan on resource efficiency, how personal lifestyle choices can contribute more significantly to resource efficiency. The target groups are researchers, teachers, and policy makers. Half of the participants will be PERL members and half will be from outside of the network. Experts will be invited to provide up-to-date information on developments. Examples of best practices will be shared. The seminar will be for about 25 people and will last 1 ½ days.	Delivery date: 1 October 2013 Prepare seminar and conference Edit Promoting responsible living vol. 2 Prepare workshop Review results of workshop	Luisa Ferria da Silva Vera Fricke Lukasz Jurczyk Jørgen Klein Tone Granaas Bjørg Quarcoo Declan Doyle*	March 2013 201? Spring 2014 201? 201? March 2015	Marseilles (Ed. meeting) Ireland Seminar Workshop U.K.	EU
10b. Learning for Change workshops/Future workshops	The methodologies used in the Learning for Change and Future workshops are designed to stimulate agency and motivation, assisting participants in identifying how they can move forward towards sustainable, responsible living. PERL (2009-2012) helped arrange a Learning for Change Laboratory run by several of PERL's partners in 2011. The results of this and similar interactive workshops have been exceptionally positive. PERL seeks to replicate and develop such workshops by arranging at least two workshops during the project period. The two workshops will be held for ca. 20-25 people each. They will take place in 2012 and 2013	Delivery date: 1 October 2014	— " —			EU
10c. PERL international conferences	The working group will plan and carry out the PERL international conference to be held at The Technical University of Berlin in March 2015. They will prepare the call for proposals,	Delivery date: 1 May 2015				EU

	review abstracts for presentations, prepare the program and prepare and edit and disseminate a conference report after the conferences. PERL2 will offer travel and accommodation stipends to a few of the PERL2 partners (those who can document the need for support and who will be making a research presentation at the conference.) The conference language will be English. Special expert guests will be invited as keynote speakers. The target groups are the PERL partners, researchers, educators, civil society organizations dealing with sustainable, responsible living and policy makers. The conference will be for ca 200-250 persons.					
10d. Publication Promoting responsible living Vol.2	CCN and PERL (2009-2012) have published two series of research articles. The first series was entitled « Promoting New Responses » and the second « Promoting Responsible Living ». « Promoting Responsible Living » vol. 1 was printed by Springer Publishing of Germany. Volume 2 will contain a selection of the best research articles from the PERL conference held in March 2012. The workgroup will collect, review, select and edit the articles. The publication will have approximately 250 pages and be in English. Ca. 400 copies will be printed and distributed both via the PERL2 network and via Springer's distribution channels.	Delivery date: 1 September 2015				EU
Cultivating Partnerships						
11. Following-up after the Rio2012 Earth Summit: The Rio2012 Summit will be an important milestone in the global and regional processes moving toward sustainable development. It will provide the opportunity for reflection on accomplishments and failures of the last 20 years and it will deal with programmes and plans for the coming 10 years. Although the Summit focuses on Green Economy and international sustainability governance, education is a cross-cutting theme which will be addressed. Since PERL had been closely involved in the preparation of the 10-year framework on education and awareness raising for sustainable living, PERL seeks to continue and carry on the work in this area within the European context. As it is difficult to know what the outcomes of the Rio2012 will be in advance, this workpackage anticipates several general events occurring in Europe which PERL should contribute to in order to maintain and increase the momentum of the activities dealing with education and research about responsible living.						
11a. Participation in European follow-up events related	This deliverable will be defined in more detail after the Rio2012 Summit but will involve information/awareness-raising activities which help carry forth the decisions from Rio2012 which are related to research and	Delivery date: 1 June 2015 Review Rio2012 results Plan participation in	<u>Machtelijm Brummel</u> Barbara Mazur Leida Rijnhout (Nick Meynen) Sylvia Karlsson	March 2013 201?	Marseilles Rio follow-up	EU

to responsible living	education for sustainable, responsible living. The group will connect with other actors dealing with follow-up to create synergies and reach wider target groups of teachers and students.	relevant events Review results of collaborative activities Review, evaluate and prepare further strategy plans	Vinkhuizen Rauf Versan Frans Lenglet Peter Daub Cheryl Hicks Fanny Demassieux*	Spring 2014 March 2015	Ireland U.K.	
12. Establishing an international center for education and research about responsible living: The Hedmark University College has coordinated many projects dealing with the themes of consumer citizenship, education for sustainable consumption and education and research about responsible living. These projects have helped begin to fill a vital gap in awareness raising, research and education. The need for well-coordinated projects on these topics still exists. The need for capacity building and sharing of best practices is still evident both in Europe and globally. In order to provide a more secure foundation for such activities, the establishment of an international centre for research and education about responsible living is being initiated. The centre will carry out a wide range of functions among which include development of information and teaching material, the creating of partnerships and maintaining of a network of experts who contribute with testing, feedback, etc. The centre is planned to open in the autumn of 2012. This workpackage will contribute to ensuring that the European dimension remains at the heart of the work of the centre.						
12a. Help establish Centre's routines, acquire seed funding, hire staff, spread information and launch	This workpackage will provide suggestions about how to establish an International Centre for Education and Research about Responsible Living. It will give input to the materials, plans and strategies of the Centre. It will assist in the preparation and launching of the Centre.	Delivery date: 1 June 2013 Consult about the establishment of Centre. 3 Review, evaluate and prepare further strategy plans and reporting	<u>Kristof Dewaele</u> Sjofn Gudmundsdottir Victor Dordi Victoria Thoresen* Björg Quarcoo* Trygve Hermansen* Einar Hugo*	June 2013 March 2013 Spring 2014 March 2015	Hamar Marseilles Ireland U.K.	EU
13. Cooperating with relevant projects and partnerships: As interest in education for sustainable, responsible ways of living grows, more and more organizations and institutions are trying to develop courses and materials, carry out events and take innovative initiatives. PERL (2009-2012) and its predecessor CCN have, for numerous years, collaborated with projects and groups outside of the consortium itself. This has proven fruitful for all involved. PERL's extensive work in the field has also resulted in numerous groups requesting PERL's collaboration and advice. PERL is interested in sharing its experience and providing support for a selected group of projects and partners during the period 2012-2015.						
13a. Consult and cooperate with relevant projects and partnerships	PERL will share its experience and provide support for a selected group of projects and partners during the period 2012-2015. The workgroup will consult on what kind of collaboration and when it should be done and assist in carrying it out.	Delivery date: 1 September 2015	<u>Victoria Thoresen*</u> Miriam ODonnoghue Declan Doyle Francois Jegou Ulf Schrader (Vera Fricke) Kristof DeWaele Frans Lenglet Marilyn Mehlmann Tone Granaas Arthur Dahl Leida Rijnhout (Nick Meynen) Cheryl Hicks			EU
Project Management						
14. Administration and monitoring: PERL is a network which consists of many active and engaged partners. Because it such a large network, administration is						

demanding, particularly maintaining accounts, ensuring transparency and coordinating consultations. PERL's Core Unit at the coordinating institution 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 website and publication of the Newsletters (3 yearly). The PERL steering group will have 3 meetings yearly and connect with the working groups. The SG will manage the on-going monitoring and evaluation of the project and provide direction for development of content and dissemination. Each workgroup has a leader who oversees the progress of the group, interacts with the partners. Each PERL partner institution is a member of the PERL consultants network (which online and at conferences provides advice, helps test and evaluate PERL products) and has a coordinator, responsible for the organization's collaboration with the Network, for connecting with the organization's management, and for disseminating PERL information and materials to the organization's members. In addition to a clear and regular flow of information from the Core Unit/Steering group/workgroup leaders, efforts will be made to ensure an optimal exchange of ideas and suggestions amongst the partners in planning, implementation and evaluation stages of the work. Written evaluations will be made by all participants after each meeting.

All the PERL2 Erasmus Network partners will be requested to pay a participation fee of 150 euro for the three year period. This is a concrete gesture of the partners' commitment to the project in addition to the partners' payment of the participants' work time. Exemptions can be made for non-profit ngo's without funds.

14a. Updating the PERL website	The PERL (2009-2012) website, while simple, has been informative and kept both PERL partners and the public at large aware of what PERL is doing. However, maintaining the site, updating and upgrading it is a time consuming and demanding task which also PERL2 must continue to do. Up-dating and up-grading the website (and PERL's Facebook and blogs) will be done throughout the project period.	Delivery date: 1 January 2013 and regularly	Victoria Thoresen* Declan Doyle Francois Jegou Bernard Combes Fanny Dissemieux Miriam O'Donnoghue Andrea Innamorati Gregor Torkar Machtelijn Brummel Bjørg Quarcoo Einar Hugo Sacha de Raaf	Oct. 2012 March 2013 June 2013 Oct. 2013 Spring 2014 June 2014 Oct. 2014 March 2015 Sept. 2015	Brussels Marseilles Paris Hamar Ireland Stockholm Paris U.K. Brussels	EU
14b. PERL newsletters	3 Newsletters will be published yearly in English, sharing the news and plans of the project, providing references to relevant information and links. These will be available both online to the general public and in hard copies posted to the partners. This is done based on experience that sending online Newsletters is not enough in this time of digital information overload.	Delivery date: 1 January 2013 and every four months thereafter	— " —			EU
14c. PERL steering group meetings	The PERL steering group will have 3 meetings yearly and provide guidance concerning the project's development. It will liaison with the working groups and ensure the completion and quality of the work packages. They will assist in interacting with policy makers and governmental officials. The SG will manage the on-going monitoring and evaluation of the project and provide direction for development of content and dissemination. They will monitor and assist the PERL Core Unit.	Delivery date: 1 October 2012 and every four months thereafter	— " —			EU

PERL Regional Networks						
15. Developing education and research about responsible living outside of Europe:						
15a. Consultations with PERL regional network coordinators			<u>Einar Hugo*</u> Carme Martinez-Roca Luis Flores Mimica Robert Didham			EU/int.
15b. Regional seminars						EU/int.