

ABSTRACTS FOR THE CCN SECOND ANNUAL CONFERENCE IN BRATISLAVA 26. – 27. MAY 2005

CONSUMER SURVEY OF EATING HABITS IN THE ALGARVE REGION: POTENTIAL IMPACT IN REGIONAL SUSTAINABLE DEVELOPMENT

Silva, S.; Sousa, C.F.C; Figueira, A.C.O.L.

Escola Superior de Tecnologia, Universidade do Algarve, Campus da Penha, 8005-139 Faro, Portugal
afiguei@ualg.pt

Placed in the South of Portugal, the Algarve is the third national richest region, with an average per capita net internal product of 97% of national average. However, very severe asymmetries are observed between the coastal area (where most jobs, mainly in tertiary sector can be found, with consequent population increase), and the interior, with a predomination of the primary sector, where a very accentuated decrease and aging of the population has been identified. Amongst the last is Monchique region, where it has been traditional for farmers to raise a few pigs, as source of meat and meat sausages, mainly for own consumption, although surplus was sold. The high quality of these meat products has increased demand, which turned these into an alternative source of income, and in the last two years some SME's have been implemented, which aim to produce sustainable high quality traditional meat sausages.

This work reports the results of a consumer survey, relating to the meat sausage eating habits in the Algarve. Results revealed a very marked preference for traditional meat sausages, generally obtained from the producer. Appearance was the most important product attribute for the potential buyer. A tendency for an increase in Algarve's overall population, per capita income and demand for traditional meat sausages has been identified.

Caution is recommended, particularly regarding potential environmental problems, related to intensive meat production.

Why consumers eat what they do: an approach to improve nutrition education and promote healthy eating

Ana Pinto de Moura* and Luís Miguel Cunha⁺

Post-harvest research unit, CECA/ICETA.

⁺Universidade Fernando Pessoa, Porto, Portugal;

^{*}Universidade Aberta, Porto, Portugal.

There is a general scientific agreement that diet and nutrition are important factors in the promotion and maintenance of good health throughout the entire life (WHO, 2003). It is currently estimated that an unhealthy diet and a sedentary life may be responsible for over 4 million deaths per year in Europe due to cardiovascular diseases (Kelly, 2003). Although people seem to become aware of what healthy eating means, and healthy eating seems to be regarded positively in terms of benefits by general population this may not be translated into practice. Different studies have demonstrated that there is a low level of perceived need among European population to alter their eating habits for health reasons, mainly because people believe that their diets are already adequately healthy (IEFS, 1996; Lechner *et al.*, 1997; Bogers *et al.*, 2004). The current article discusses the main factors that influence individual food choice and the barriers to the adoption of a healthy diet. Different approaches and actions to be taken for modifying consumer's food intake in the direction of healthy eating are also discussed.

Barbara Mazur

University of Finance and Management in Bialystok, Ciepła 40, 15-472 Bialystok, Poland

CULTURAL UNDERSTANDING OF RESPONSIBILITY

ABSTRACT - In the article the author presents the influence of cultures on the reception of moral values taking as an example the category of responsibility. Part one contains the conception of culture division based on their dimensions. The dimensions, making it possible to identify culture differences take into account the following factors: power distance, individualism/collectivism, masculinity/femininity, and uncertainty avoidance. In part two the author attempts to explain the notion of responsibility in its economical, philosophical and social dimensions with respect to two types of cultures: individualistic and collectivistic. The final part is devoted to speculations on possible combination of the two approaches.

* Corresponding author: Universidade Aberta–D. Norte, Rua do Ameal, 752,4200-055 Porto – Portugal. E-mail address: apmoura@univ-ab.pt

Consumer Complaint Forms and Complaint Categorisation: A Way to Achieve Consumer Commitment and Responsibility

Chief assist.prof. Dr. Bistra Vassileva
Varna University of Economics
77 Knjaz Boris I Boul., Varna 9000, Bulgaria

Abstract. This paper deals with an assessment and evaluation of consumer complaint forms for the purposes of complaint categorisation including consumer problems and requests as a starting point to develop a core knowledge of the consumer complaint domain. This could be used further as a tool to achieve consumer commitment and responsibility during the pre-purchase, purchase, and/or post-purchase processes. An online research, content analysis and hierarchical analysis using Ishikawa diagram have been done in order to evaluate the existing consumer complaint forms and to propose a consumer complaint categorisation in order to facilitate the consumer knowledge and activities of a consumer as a responsible and vital part of the society. The objectives of the study were twofold: (1) to investigate and evaluate the consumer complaint forms in terms of their providers, structure, and content in order to determine the similarities and differences between the forms; and (2) to establish an initial systematic categorisation of consumer problems and requests, which can be used further into a practically applicable taxonomy for CCform development as an online resolution mechanism.

The CCform's primary goals are to increase consumer trust and confidence, to ease the complaint process and to improve service quality. CCform benefits customer by providing them with an effective means of solving their complaints online. It is exceptionally helpful for consumers who have no standards for handling complaints before they become disputes, and have particular difficulty with crossborder complaints in their own language. CCform benefits businesses too, because consumer complaints and claims are presented to them in a packaged format thus allowing them to manage customer relations more efficiently.

Consumers claim managing model and consumers duties

CARLO BIASIOR
CTRRCE
Email: info@ctrce.it
Fax: 0039 0471 982499

Introduction

In line with the idea of the conference, we want to -first of all- highlight the concept of *taking care of responsibilities*, in order to express the idea of "active" consumers, who realize they have responsibilities and are willing to take them.

Taking responsibility within a context of consumer behaviour can be ENJOYABLE, nonetheless it should not be considered as a mere promotional campaign – a concept such as “consuming is fun”, but as a real result of the following process:

- acknowledging
- getting aware (of responsibilities)
- choosing

The result will be: being responsible is enjoyable (satisfaction for the consumer)

Goal

To create a claim analysis model through which we can point out the responsibilities of the different market actors and –at last- the consumers duties.

The model will highlight the following elements:

- pathologies of the referring market
- endogenous variables (personal culture, education, background, ...)
- exogenous variables (unfairness of the counterpart, governments' behaviour - as for politics, norms...).

The sectors included in the analysis are:

- Food
- Energy use
- Consumers goods and warranties

Consumer Education in Europe: themes, tools and trends for the future years. Results of an exploratory study

Emanuela Rinaldi
ANCC-COOP (Italia)
Istituto di Scienze dell'Uomo e dell'Ambiente Libera Università di Lingue e Comunicazione IULM Via Carlo Bo, 8 20143 Milano (Italy)
Email: emanuela.rinaldi@iulm.it Fax: +39 (0)2 66012855

Learning how to take responsibility is a process that starts early in individuals' childhood and involve us in our role of citizens as well as consumers. Consumer Education (CE) in school, primary and secondary, therefore, is definitely a powerful tool to promote awareness and social involvement in young as well as adult consumer citizens. But what are the trends, in terms of tools and themes, in CE for the future? The present paper try to answer the question by showing the results of an exploratory study carried in December2005-January 2005 involving consumer educators from all over Europe. The research consisted in two part: the first was a *documental analysis* (carried out on the most important magazines, journals, books and website dedicated on CE, published in the last 2 years) whose results were used for preparing a short questionnaire sent to all participants of NICE-Mail (*News and Information on Consumer education*). The second part involved various opinion leaders on CE from different European Countries who were interviewed by phone or by person about their expectation on the future of CE related to certain aspects (themes, tools, policies, relationship with consumer associations, with government etc. etc.). Results will be discussed and compared with the Italian experience and trends. The cross-national perspective allows to highlight the cultural differences, in terms of values, norms and pedagogical approaches, which characterize European Nations.

**SUSTAINABLE FUTURE US A SHARED RESPONSIBILITY OF INDIVIDUALS,
BUSINESSES AND GOVERNMENTS**

Fani Uzunova
Technical University of Varna
1 Studentska str., 9010 Varna, Bulgaria
Email: fani_uzunova@abv.bg
Fax: +359.52.302.741

ABSTRACT

The fulfilment of “The Agenda of 21st century” requires not only political decisions. The tasks proceeding from sustainable development must become everyday activity of individuals, business organizations and public institutions. A lot has been said about the responsibility of each of those elements of the society so far. What we need to do now is to ‘create the whole picture’, i.e. to answer three questions:

- How the responsibility is shared between those elements? Who is responsible for what?
- How to bring together the different interests of individuals, businesses and governments and develop understanding of their mutual interest towards sustainable future? Is it possible to turn individuals, businesses and governments into partners?
- How to measure the way individuals, businesses and governments are taking responsibility?

This paper is an attempt a new understanding to be drawn about the mutual responsibility of individuals, business organizations and public institutions for the sustainable future. Small review is presented of the descriptions of what does it mean for individuals, businesses and governments to be responsible.

Special emphasis is placed on the responsibility of business organizations. Some arguments are offered for the necessity to relate social responsibility with the concept of sustainable development. The term ‘Sustainably responsible behaviour’ is used to express the result of this combination. Two possible components of such behaviour are offered also.

The main part of the paper will focus on the attempt to start a discussion about how to answer the three questions above.

Using the mass media.. (How sing the advertisement)

Gustavo Moral Álvarez
European School of Consumers
C/ Nicolás Salmerón, 7 - 39009 Santander - Cantabria - ESPAÑA
Email: gma3586@teleline.es
Fax: +34 942 21 08 67

Nowadays the mass media are the new oracle for young people. These media talk to us in a loud voice. But they are singing us “how wonderful life is” in songs that bring “happiness” and “life” as a famous “black liquid” inside a “red” tin. How to be able to “hear” the music of advertisement to know the message inside is a project made to teach teachers, and young people, and consumers in general how they –people who want to sell us something- whisper these songs in our ears. The history of radio, television and cinema with its music to sell. Our mind is able to remember a song in few seconds, and they know it. But we can learn too how to take responsibility in the time we spent watching TV. Music is wonderful and sometimes is powerful too.

INVOLVEMENT- How can awareness and social involvement be stimulated in the consumer citizen?

GÜL SELİN ERBEN
MALTEPE UNIVERSITY
BASIBUYUK, MALTEPE, MARMARA EGITIM KOYU, ISTANBUL, TURKEY
Email: seline@maltepe.edu.tr
Fax:

From ancient to the modern times, people consume in specific places. These places differ from one another by their structures and concepts. Differences between these places of consumption refer to a meaning that this act is more than a simple activity. Transformation of consumption places from antique to modern world should be analysed with respect to the changes which occur in economic, social and cultural world's of communities. These places effect the behavior of consuming in a way that sometimes consumers buy unconsciously. The physical appearance, internal setting, the music which plays at the background may effect the consumers act of consuming. In order to enhance the conciousness of an individual as an consumer, these places should incite the awareness of consumers. What'smore, these areas should provoke social involvement. Since modern consumption areas like malls, provide mass consumption activity, these are the places which should ensure social involvement of each consumer as a consumer citizen. Therefore, consumption places can be evaluated as tools which increase the awareness and social involvement of the consumer. However, from a critical perspective, one can claim that modern consumption areas serve to increase the amount and the speed of consumption act. Although this statement is quite true, alternative approaches to the concept of consumption places, which will be discussed in this paper, can be developed in order to increase the conciousness and social involvement level of individuals.

Community Supported Agriculture in Norway

- A context for shared responsibility?

Hanne Torjusen¹ and Maria Bjune²

Community Supported Agriculture (CSA) can be regarded as a form of direct distribution of products and services from farms by organised cooperation between farmers and consumers.

Central to the concept is shared responsibilities and rewards. By committing to a farm, economically or in terms of labour, consumers share the responsibility of viability of a local farm and quality of the food production. In return, they get access to fresh, seasonal, locally grown - and often organic - food. Buying a share of the harvest for a year at a time is one common way of economical commitment. The farmer enjoys less economical risk as products are sold in advance and money is available early in the season when investments often are needed. At the same time, the farmer must be willing to allow the shareholders to have a say in the management of the farm.

We find that the concept of CSA provides for an interesting case for studying issues of responsibility in the role as consumer/citizen, by focussing on the interplay between the structural premises (collective) and the individual values and initiative. The shareholder may share responsibility for the use of natural resources, quality of food, interplay between farming and the local community, and between individual consumption and collective assets such as agricultural landscape and recreational use of land. CSA membership is also interesting to study in terms of educational aspects, as knowledge and insight is crucial for making “responsible choices” in the food market at large.

The paper is based on results from an ongoing pilot-study of CSA in Norway.

¹ National Institute for Consumer Research (SIFO), P.O. Box 4682 Nydalen, 0405 Oslo.
E-mail: hanne.torjusen@sifo.no, Phone: + 47 22 04 35 33, Fax: +47 22 04 35 33

² The Royal Norwegian Society for Development (Norges Vel), P.O Box 115, 2026 Skjetten. E-mail: mb@norgesvel.no,
Phone: + 47 64 83 20 00, Fax: +47 64 83 20 01

The Sustainable Development Concept in the Ecology Subject: A Comparative Study in two Learning Moments

Mário Mendes, Dulce Peneda & Hermínia Pedro

Escola Superior de Educação do Instituto Politécnico de Lisboa
Campus de Benfica do IPL, 1549-003 Lisboa, PORTUGAL

The Consumer Education must not only inform and form citizens aware of the problems concerning consumerism but also develop criticism in order to contribute to a *sustainable development*. This work was based on a content analysis on texts written by the 4th year Ecology students of the Basic School Teaching, aiming an approach on the *sustainable development* concept in Consumer Education. On a first moment, before learning, 23 students answered some questions aiming at the existing previous concept, as well as its associated terms and notions. Strategies to promote the real concept learning and its application to new situations were developed. Students started their research from the link between the *sustainable development* concept and three major themes in the Ecology subject: a) human interference in terrestrial and water ecosystems; b) human interference in atmosphere; c) human contribute in preserving ecosystems. On a second moment, students answered some questions once more so we could evaluate the concept acquisition. The results show a significative difference between the two text production moments, as there was indeed a concept learning after the learning period.

Genetically Modified Organisms: Between the Enchantment and Fear

Hermínia Pedro, Mário Mendes & Dulce Peneda

Escola Superior de Educação do Instituto Politécnico de Lisboa
Campus de Benfica do IPL, 1549-003 Lisboa, PORTUGAL

Having so much different information on the Genetically Modified Organisms themes and bearing in mind the European law, are decided to question future teachers about their knowledge and opinion on the above organisms introduction in Portugal, by answering some questions before and after on introduction to the issue. Among those who answered the questionnaire there were 50 students with different formation, being 25 from scientific studies and the other 25 from humanities. Students were given the pre-questionnaire without being previously informed and without any specialised information on the matter. However, the second questionnaire was given after providing the students information and individual research on the theme, including the pros and cons of the Genetically Modified Organisms use. The aim of these questionnaires was essentially to know not only about the analysis and evaluation skills but also the way conceptual change influences the decision of future generation teachers.

Name	Igor Ivashkins, Victor Ljumkis
Institution	Riga Technical University; TSI Riga, Latvia
Address	Darza iela 38-103, Riga, LV-1063, LATVIA
Contact details	Email: Igors.Ivashkins@rtu.lv / lyumkis@yaheo.com
Title	A lecturer, BA in English, MA in Pedagogy, a doctoral student
Presentation	Presentation
Theme	The Development of Students' Responsible Attitude to their EST-vocabulary Broadening.
Abstract	<p>The objective of the article is to propose a method of studying the special lexis, i.e. EST vocabulary, on the basis of frequencies distributions of words in the text. The analysis of frequencies distributions of words provides information about what vocabulary to focus on and additional techniques for studying it. The estimates of word-frequency distributions will help specialists in education and learners develop a feeling, which words should be paid attention to and which are infrequent. Having determined the frequency counts of vocabulary, a researcher or a student will get information about which words compose EST vocabulary and additional techniques will be possible for studying special vocabulary. On the basis of a special computer program, it has been examined the frequency distribution of word-forms in the typical article and the practical applications of frequency list such as lemmatization of word-forms, the study of collocations, restoration of sentences, and the initial text. An observation of frequency lists helps a lot in the selection of texts for English teaching. The selection made on the basis of frequency lists allowed determining the lexical field of words, i.e. which would be taught.</p>

Ina Gode - Sokolova

Latvia University of Agriculture Faculty of Social Sciences

Contact details

Email: ilzesauk@llu.lv

Fax: +3713021821

Hypertext as a means of facilitating students effective learning

The hypertext as a means of facilitating students' effective learning

This is the information age. The current explosion of information requires new ways of organizing and accessing data. This paper deals with the hypertext. Hypertext is a computer – based method for organizing and accessing text and other information sources in much the same way that the human brain access our memories: by using links between disparate, discrete facts, events and concepts.

According to the information mentioned above some questions need to be tackled:

1. What is the hypertext?
2. How should information in a hypertext be organized to be useful for learning?
3. Does the hypertext support learners and help them to be more autonomous learners by increasing their students' responsibility, independence and self – confidence?

The hypertext also creates for the learner greater choice of place, working methodologies, increases and advances the level of work achieved.

Possibilities for the Development of Responsibility in the Process of Ethical Education in Latvia **prof. Inese Jurgena**

Abstract

The article is devoted to the development of responsibility, which is a topical issue in the present-day situation of social life and culture in Latvia. Due to Latvia's accession to the European Union and active involvement in its social processes, the development and strengthening of responsibility as an ethical value has become increasingly important.

At present, the Latvian society is undergoing the most serious crisis of moral values since the collapse of the Soviet Union and regaining of independence. The basic causes of this crisis have not been analyzed thoroughly so far.

In the present article it is intended to clarify the key factors determining the development of responsibility and its possibilities resulting from the introduction of the subject of ethics in Latvian schools.

The strategic role of ethical education manifests itself as orientation to the integrity of a personality and the formation of its deeper 'mechanism' - the moral choice. The purpose of the article is to analyze the possibilities for the development of responsibility in the process of ethical education.

The assumption offered for the discussion is that responsibility as an ethical value can be successfully developed if the educational process stimulates student's interest in the acquisition of knowledge, ethical values, and ethical heritage and promotes moral perfection and readiness to act according to ethical values in everyday situations.

A-8020 Graz, Georgigasse 85
Tel. ++43/316/58 16 70-79 Fax: ++43/316/58 16 70-42
Email: ischrettle@pze.at
Homepage: <http://www.pze.at>

Privat:
Am Bach 2
A 8501 LIEBOCH
Tel.: 03136/ 61128

Globalisation, Wealth, Poverty and Spirituality/
Presentation of Student Trip to Brasil Summer 2004

(Summary for Bratislava Conference)

How can a trip to a foreign country help to us to understand the problems of the gap between wealth and poverty and thereby develop new consumer attitudes ?

In the summer term of 2004 an 'open' course was held at the Paedagogische Akademie in Graz-Eggenberg . This was combined with a (later) trip to Brazil to get to know the life and problems of peoples in the northeast of the country. One of the goals was to get a theoretical background surrounding questions such as "What does poverty in Brazil have to do with wealth in Europe?" Consideration was also given to the role of organisations which offer "development aid " and we also asked ourselves how institutions calling themselves "solidarity groups" function in the area in question. The aim was to be able to link this knowledge with the practical experience gained from our activity.

In the college itself, the course itself involved practical activities such as the selling of real Brazilian food (fund raising for future events like this is very important!). We also offered the unique chance to meet people who had actually worked in the region where we were going.

During the 2 week trip that followed, the group took part in the so-called 'Romaria da Terra,' where ordinary non-landowning people from a very poor region in the northeast of Brazil meet to sing and pray together and discuss their general social/economic problems. There were also visits to various rural communities in the area where topics from 'everyday life' were talked about.

After coming back the students met in order to pass on their knowledge and experience to others. Having the chance to discuss theoretical knowledge with experts and the opportunity to meet people from the actual country meant that the maximum benefit was extracted from the trip itself when the time came. The whole exercise proved to be very beneficial as it provided us with a great deal of knowledge. In particular, the opportunity to reflect and disseminate new ideas made the whole project both valid and sustainable in equal measures.

The significance of students responsibility to the development of communicative competence

The paper analyses the impact of demands in languages market (with English as globally dominating language) and students responsibility and willingness to participate in productive studies (the language of instruction in state higher educational establishments is Latvian) on the process of learning Latvian (official state language in Latvia). It also focusses on the necessity to develop cooperation and dialogue skills in practical classes to improve analytical abilities for thinking, discussing and critical assessing their language competence to achieve educational goals.

The paper is based on the study of pedagogical problems in the process of learning a language at tertiary education level since the change of pedagogical paradigm puts the students participation in cognitive activities in the centre of studies pedagogical process, i.e. it increases students responsibility.

Language and education can be analysed in their close interaction During studies students develop themselves as personalities, socialize and enhance their responsibility. Language learning becomes part of personal competence for each individual.

The author weighs up cognitive and affective components in the formation of students attitude as well as freedom of choice and interconnection between responsibility and productivity of studies.

The author puts forward a discussion on the process of language learning and crosscultural communication, respect for different identity, ways of pedagogical solutions.

Analysis is based on the survey (2003 – 2004) of students and professors because students opinions about knowledge and the ways how to get it can differ from professors points of view. Consequently the choice of pedagogical model of interaction is very significant factor in providing high quality of studies.

ANNIVERSARY SYMPOSIUM

Pavel Hrasko & Jarmila Tkacikova
Association of Slovak Consumers & Consumer Institut EU
Palisady 22, 851 00 Bratislava
Email: j.tkacikova@atlas.sk
Fax: +421 2 63 827 837

- ***“15 years of active Slovak consumerism market – referenced space for modern development through symbolic “apple consumerism” movement inside Europe and over the globe.”***
- Organisation guarant - ASSOCIATION OF SLOVAK CONSUMERS & CONSUMER INSTITUT in cooperation with ASC partnerships.
- Personal gesturing and guaranteed by *Jarmila Tkacikova and Pavel Hrasko*
- Planning and selection auditory depends on agreement ASC with CCN core unit later, if the symposium is accepted.

Symposium is designed as the main – starting - presentation platform of Pavel Hrasko, the director ASC paper on the topic “15 years of Slovak consumerism”; following next with active partners presentation – on common topic modern “apple consumerism”, which is planning to run as moderate discussion and debate, supported with methodology of active mind mapping, prepared and managed by tandem - Jarmila Tkacikova and Pavel Hrasko.

Modern “apple consumerism” as the topic was selected for active debat - like the living logo of ASC, being developed as platform and having in fact very deep relations inside euro consumerism philosophy and consumerism missions in consumer movement as the whole.

The main aim is describe, create and present together full concept of modern apple consumerism – presented through all symbolic levels and dimensions, based on life/cycle concept, prepared for running symposium debat by moderators and documented by real living cases and partners experiences, or best practices, presented during symposium session.

The result of the debat will be ready after closing the symposium for CNN core unit evaluation rounds and papers selections for later official ISBN publishing, in case of being selected as successful.

Association of Slovak Consumers & Consumer Institut EU
Palisady 22, 851 00 Bratislava
Email: j.tkacikova@atlas.sk
Fax: +421 2 63 827 837

Jarmila Tkacikova:

“Modern high-tech consumerism and new “i c e - cool” young consumers generation for future e-Europe.“

This conference paper, based on authorised approach and original design, is aiming into actual running applications of e-Europe strategies, according to one of the main stakeholder for such applications, for relevant adaptations and alternative variant, which can create and guarantee European added value, and sustainability.

E-Europe, high-tech, ICT technologies, and new know-how as sources; quality, competition, added value and sustainability as the criteria’s or parameters of efficiency; modern human capital, and new young generation as the creator; building the knowledge society, information society and learning society, and all these levels and sources combine, design and running together on integrated communication platform – communication as the information process, technical communication, communication between people and marketing communication.

Only such integrated communication platform can create the right connection, and the main bigger flow connection between high tech consumerism and new ice cool generation for future e-Europe.

We will show changing behavior model of young generation, new spaces & relations & partnership as the basis for creating and adapting new communication model. Through several selected as living cases examples, copying the main changing and typical tendencies – which we name and present as e.g. from tamagochi to mobile; dogs, hot dogs and drugs; following through parents and patterns; and / or controlling nothing and everything, control panel, empty penal, but full panels house of flats; and others - will be shown new generation with new values and life styles.

New communication model, presented through levels, started from zero to maximum, will present this new young generation as - “ice sleeping” 0 level communication, “ice dreaming” – as passive, and “ice cool” – as energising. On such basis we can progress through “ice breaking” ac activating, open to people communication, shown at last, but not least, - covering all spaces i- c-e communication, based on most progressive tendency for e-Europe, as well as the most danger for young people, communication. There exist only one-way decision one way with 2 faces, - communication with people and for people, using the technical, as well as learning experience. Using the right way of sustainable responsible consumption. Hot as fire, yellow & orange as sun, traditional black & white, braun ground, blue planet, and green generation. Exclusively one white coloured as daily highlight, whitening snow, or ice colour and at the same time - with all colours rain – bow. This is right one – ice e-Europe new generation.

TITLE OF ABSTRACT : Formal and Informal Consumer Education –

Responsible Choices in an Irresponsible World

Name(s) of authors, e.g.: J. Benn

The Danish University of Education, Department of Curriculum Research

Emdrupvej 101, DK 2400 Copenhagen NV, Denmark

e-mail address: benn@dpu.dk

ABSTRACT :

The education of children as consumers begins early in societies of the late modern world. The informal education is acting through surroundings and medias. The formal consumer education is carried out in the school in different subjects. The aim of the formal consumer education has mainly been to teach and educate students behave as informed, rational consumers. This understanding of consumption as reasoned behaviour or action is inadequate in the late modern society, where consumerism is first and foremost characterised by globalisation, cultural change and the liberation of the individual.

Further elaboration of results from a research study using mind maps show that for Danish pupils aged 12-19 consumption is both connected to material and non-material aspects of life. The dialectics and dilemmas related to consumption are not sufficiently presented and raised in the formal consumer education. The study present some introductory suggestions and considerations for future consumer education.

The educational project may be described as ‘educating for critical consumer awareness and action competence’, as consumer education is located in the field of tension between ”consumership” and ”citizenship”. The study seeks to address and integrate consumer socialisation and consumer education in order to reflect on empowerment as part of education.

UTILISATION OF HOUSEHOLD ORGANIC WASTES BY THE EARTHWORM

***EISENIA FETIDA* (SAV.): An introduction to Polish Schools during activities in favor of sustainable development**

Dr. hab. Joanna Kostecka, assoc. prof.

Institute of the Natural Bases for the Agriculture
University in Rzeszow, Department of Economy, Poland
fax: 48 (017) 857 52 73
e-mail: jkosteck@univ.rzeszow. pl

Abstract.

Waste organic materials should not be regarded as something for disposal but as a valuable resource which should be used. After segregation and vermicomposting they could be useful for improving soil fertility. The author is cooperating with teachers at different school levels to introduce children to the idea of waste segregation processing and utilisation, and other ecological issues. During the studies presented the earthworm *Eisenia fetida* was fed on different kinds of household organic waste in a simple experiment. Some aspects of its population growth were evaluated, as well as attractiveness of the waste to the earthworms. All studies have been conducted in the simple wooden boxes, to make the idea attractive and acceptable for school conditions. The possibilities for using earthworms as an object for ecological education are described.

Key words: Ecological education, sustainable development, vermiculture, *Eisenia fetida*, household wastes, recycling,

CORPORATE VS. CONSUMER SOCIAL RESPONSIBILITY IN A KNOWLEDGE-BASED ECONOMY

Jolanta Gora
University of Business and Commerce in Wroclaw (Wyższa Szkoła Handlowa we Wrocławiu)
PL- 52204 Wroclaw ul. Obroncow Poczty Gdanskiej 5/9
Email: jolagor@wshwroc.edu.pl Fax: + 48 (0) 71/ 333.11.12 Phone: + 48 (0) 71/ 333.11.15

Abstract:

Untangling the paradox of location in a global economy through clustering has brought about – on the grounds of neo-classical theory – a number of insights about how firms continually interact with their immediate business environment in order to gain competitive advantages and promote the economic development of location. The progress in stakeholder approach to strategic management has revealed that the systems model of stakeholders contributes to address social issues in an open systems point of view.

The ‘modern’ concept of a knowledge-based economy built upon the systemic approach (evolutionary theory), with a special role of social capital, has a significant impact on the comprehension of corporate and consumer social responsibility. This paper investigates the ‘mapping’ of stakeholder approach onto the learning clusters model. In Section 1, there has been outlined the modelling approach to learning cluster as a territorially bounded open system of knowledge pools and flows with a focus on its sustainable development. Section 2 involves the knowledge-based notions of corporate and consumer social responsibility that follow the modelling approach to competition and cooperation outlined in Section 1. These are shown to be equivalent to the specific local and global knowledge exchange ties, with a particular responsibility of ‘formalised knowledge producers’, social organisations and institutions. Finally, in Section 3, there has been proposed the hypothesis that learning economy enhances concurrently corporate and consumer social responsibility for it enables both supply-side and demand-side players to display intelligent behaviour.

Key words:

corporate social responsibility, consumer social responsibility, knowledge-based economy, learning organisation, organisational intelligence, adaptive and creative learning, innovation, clustering, social capital,

Author: Jolanta Góra
University of Business and Commerce in Wroclaw, Poland

**The second CCN international conference 26-27 May 2005 at the University of Economics,
Bratislava, Slovakia**

Jørgen Klein
Associate Professor
Hedmark University College

Title:
Teaching global solidarity – a futile business?

Abstract:

The main question of the Global Solidarity thematic group is: *What contributions can the European consumer citizen make towards the eradication of poverty in the world?* This presentation will focus on the role of teaching and the frustrating fact that knowledge about a problem area need not lead to changes in attitudes or behaviour. In order to strengthen the relation between knowledge and behaviour the presentation point toward learning strategies developed under the term *Thinking Skills*, which focus on meta-cognition and teaching thinking. By the use of this innovative pedagogy the gap between text-book knowledge and the pupils deeper understanding of North-South issues is sought filled.

***Preliminary title: Beyond the dualism between citizenship and consumership – the road
towards the educated consumer-citizen***

Margareta Grönqvist, Uppsala University, Sweden
Karin Hjälmeskog, Uppsala University and Ministry of education and culture, Sweden

Presented at The second CCN international conference, May 26-27 2005 at University of Economics,
Bratislava, Slovakia

Abstract

In this paper we present a theoretical tool how to go beyond the dualism between citizenship and consumership. We evolve ideas grounded in the human ecology theory, as it has been developed by home economists in the United States. We argue that this theoretical framework can be used to make the actions of consumers, individuals and families, visible. Further, the mutual relationship between individuals and families, the society and the nature are made clear. Thus, the different consequences of the consumer actions can be discussed. This paper consists a discussion if and how this specific theoretical approach can contribute to the development of the education of the consumer-citizen.

CHALLENGES TO THE DESIGN OF THE INFORMATION SOCIETY

Assoc. Prof. Dr. Kiril Georgiev

Technical University - Varna, Bulgaria

Abstract

Most of the research and policy thinking about the Information Society (IS) invokes people as consumers in markets, but it is relatively less attention about the socio-cultural dimensions of the IS that invokes people as citizens. They must design the future of the IS. The features of IS are very uncertain. The growth of demand for Internet access, particularly, is strongly influenced by the regulatory treatment of wholesale and retail pricing. There also is continuing uncertainty about how the advertising, pay, and public service fee paying revenue models will fare in the future. The diffusion pathways are subject to dramatic change as consumers respond to a growing variety of products and services. Research also suggests that more intensive use of ICTs by consumers may be limited by the absence of any perceived need or interest or trust. Some citizens need to be convinced that changing the way they access ICT services—especially government services—will benefit them. If the perceived lack of relevance of ICTs that persists among some people is to change, learning opportunities will need to be tailored to the levels of skill of different user groups. It may also be that citizens value their off-line lives more than policy-makers and the architects of policy are willing to acknowledge. This article points to the need to create IS policy awareness, to build both technical and human capacity with the help of partnership between all stakeholders of IS.

Laura Terragni
SIFO
National Institute for consumer research
www.sifo.no
e-mail: laura.terragni@sifo.no

Abstract for
The second CCN international conference
Taking Responsibility

26-27 May 2005 the University of Economics, Bratislava, Slovakia

Inconsistencies, dilemmas and opportunities for making the “right choice”.

Why do we subscribe for long distance adoption and then buy clothes to our children made by children of their age? Why are we members of a trade union and then drink coffee made by companies that push farmers into misery?

We, as consumers, seem to live with and through a bunch of ethical contradictions between our attitudes and values and our everyday consumption practises.

In the last years, we have seen an increasing interest towards a renewed consumers' role. Ethical consumption, political consumption, responsible consumption, has become expression familiar to us. This new consumer role requires an increasing awareness towards the way goods of everyday consumption are produced. However, as a number of studies indicate, responsible consumption is not just a matter of information.

In the paper, we will argue that strategies aimed to produce changes in consumption practices should consider to a greater extent the context in which the information is generated, who is providing it, by which means. Moreover, it is important to consider the availability of alternative forms of consumption not only at structural but also at cultural level. Finally, we should not underestimate the fact that individuals may have different ideas about their role as consumers, and different motivations for engaging in alternative consumption patterns. This may lead to variations in approaching the issue of responsible consumption.

The mentioned aspects can be relevant for trying to fill up the gap between attitudes and practices and for understanding how forms of responsible consumption may become part of a *repertoire* of individual lifestyles and collective identity.

The paper will start with a description of the main tendencies regarding the new consumers' role as indicated in relevant literature. We will analyse how consumers are defined and which are the main dimensions underneath these definitions. Referring to these dimensions, we will present a typology that will describe different approaches to the issue of responsible/ethical/political consumption. Specific examples of alternative consumption practices that can illustrate the variety of this phenomenon will be presented. Finally, we will present some examples that can be defined as “positive circles” for activating forms of responsible consumption.

LIFE SKILLS AND RESPONSIBILITY- STEPS TO THE FUTURE

In education and teaching is question no longer about the need for basic consumer knowledge for the adulthood. It is about to be informed and protected despite ones age. Children too need tools and skills to deal with marketing and commercial influence; recognizing their own wishes, needs, values, lifestyle and responsibility.

In Finland we see early childhood education in very important role in carrying out consumer education. Even the official committee report of group of the Ministry of Justice pointed out the importance of early childhood learning: taking care of their finances and consuming patterns. Consumer Citizenship is for teacher a demand to use professional knowledge of sustainable development in acting in consuming society.

The intentions of our CCE developing project

- Create a teaching model to teacher education in which teacher students evaluate their own consumption and responsibility in roles of an adult and a citizen. During this process and reflection they create ideas how to improve consumer- and citizenship education at their own work with children and adults.
- Improve CCE in early childhood education in the context of ECEC and create good practices for implementation of ECEC and parental engagement and partnership in ECEC. These good practices have connection points to media education, financial education, citizenship education, nutrition education, future education, environment education and justice education to mention but few. That is what we call” Consumer Citizenship”.

Leena Graeffe
Senior Lecturer
Faculty of Behavioural Sciences
Department of Applied Sciences of Education
P.O. BOX 9 (Siltavuorenpenger 20 M)
FI-00014 University of Helsinki
Tel. +358 9 19129632

Taina Männistö
Coordinator Consumer Education
Consumer Agency & Ombudsman
P.O.BOX 5 (Haapaniemenkatu 4A)
FI-00531 Helsinki
Tel. +358 9 77267579
Mobile +358 40 5946820

ECEC =The National Curriculum Guidelines on Early Childhood Education and Care in Finland
http://www.stakes.fi/varttua/english/e_vasu.pdf

ECEC partnership=means a conscious commitment by parents and staff to collaboration for supporting children’s growth, development and learning.

HEALTH EDUCATION AND CONSUMER CITIZENSHIP EDUCATION IN FINLAND

Leena K. Lahti

Senior lecturer in geography and biology

Savonlinna Department of Teacher Education

University of Joensuu

Finland has a very new national curriculum for the primary school. In the old primary curriculum (1994) citizenship education was combined in the nature and environmental studies with biology, geography, physics and chemistry. In the new primary curriculum (2002, 2004) is not citizenship education. There is now health education integrated with geography, biology, physics and chemistry for classes 1-4.

The old curriculum was very free. The schools and the teachers did the more detailed curriculum. The new one is a little more exact. Health education has now replaced citizenship education.

In Finland the government makes the rule for the minimum of lessons in different school subjects. The government also names the school subjects. After this publication (2002) the writer analyzed a primary text book series for classes 1-6. On that time the text books were done for biology, geography, citizenship education, physics and chemistry. The result was that health education in Finnish text books for primary is very close to earlier citizenship education.

Considering consumer citizenship education in nature and environmental studies in Finland is the idea of the sustainable development, the knowledge and the awareness about the environment, the recycling, to save energy, to think about the costs and responsibilities of transport etc. There also is the idea "do local think global". This idea is easy to keep with because in Finland the primary school pupils study a lot of foreign countries in geography what is a part of nature and environmental studies. They study during the primary school the regional geography of Europe, Africa, Asia and Australia. In Finland we do not have so much geography of the home country than the other European countries use to have.

In Finland the citizenship education is no more a school subject in the primary school for the age group 7-12. The age group 13-15 has also social studies and home economics. These subjects have ideas of the consumer citizenship education.

In this paper the main idea is to point that the new health education for the primary school in Finland is very close to the earlier citizenship education in the text books. The basic ideas of the sustainable development are also in geography and biology in the text books.

Consumer attitudes towards food quality and safety: risk perception and labelling

L. M. Cunha^{1,2,*}, Z. Lopes³, M.C. Santos⁴, R. Costa Lima⁵ and A. Pinto de Moura^{1,6}

¹Post-harvest research unit, CECA/ICETA, Porto Portugal.

²Universidade Fernando Pessoa, Porto, Portugal;

³Direcção Regional de Agricultura de Entre-Douro e Minho, Portugal

⁴Modelo Continente Hipermercados, S.A., Portugal;

⁵EGI - Sociedade de Engenharia e Gestão Industrial, Portugal

⁶Universidade Aberta, Porto, Portugal.

The debate about food safety and quality is nowadays a real humdrum. Together with the most recent food chain crises one is constantly faced by media and opinion makers about hazards or eventual disasters resulting from the ingestion of food products. These have contributed to the raise of consumers' feelings of insecurity and anguish about the food they take. Thus, it is mandatory to avail the way the consumer interprets food safety and quality, having in mind that he/she is the last element on the food-supply chain. With the presented project it is intended to understand consumers' attitudes and behaviour towards food safety and quality, evaluating more specifically: (i) factors that influence risk perception, with their impact on the buying behaviour, and (ii) factors that influence the consumers' capacity to use the nutritional information from the food label, as well as the identification of elements to place on the food package capable of promoting a more frequent use of the nutritional labelling. This knowledge will allow: (i) public authorities to develop more efficient communication of food hazards, and educational campaigns that will lead consumers to choose healthier food through the correct interpretation of the food label; (ii) food industries, producers and retailers to improve their role in the marketplace, through the development of products and services that meet the consumers' expectations towards food safety, and the design of food packages as vehicles of nutritional communication to highlight the nutritional qualities of the food products.

* Corresponding author: Universidade Fernando Pessoa, Praça 9 de Abril, 349, 4249-004 Porto, Portugal. E-mail address: lmcunha@ufp.pt

Taking Responsibility

The Second Conference of the Consumer Citizenship Network

Bratislava, Slovakia, 26-27 May 2005

Title

Health Consumption³

Authors⁴

Luísa Ferreira da Silva, Fátima Alves, Ester Vaz, Cristina Vieira, Tânia Silva , Fátima Sousa, Aleksandra Berg, Maria José Guerra, Clementina Braga

Abstract

Health as a biomedical concept is nowadays associated with healthy lifestyles and makes part of the normativity of modern day-to-day practices [HERZLICH, 1969 #140]. It also includes the duty to visit the doctor in an attitude of submission to expertise which has been called the alienation of illness [ILLICH, 1975 #698]. In the modern consumption society health became a commodity that people try to get in 'the market' of medicine(s) combining official and alternative approaches[SAKS, 1998 #430]. This paper presents data from a qualitative research in Portugal addressed to understanding how agents integrate the healthy norms in their attitudes and practices towards health/illness and medicine(s). It shows how reflexivity interacts with other forms of rationality that is non-scientific but contextual and affective.

³ Project financed by FCT Portugal and SAPIENS

⁴ luisafs@univ-ab.pt

All the authors are researchers of CEMRI / Universidade Aberta

Abstract for a presentation
(Mara Jegere – Latvia)

Information and education – the basic source for responsible choice.

Consumer rights are the basic element and when we generally speak about consumer education then it is always stated that the first goal of the consumer education is to help consumers know their rights.

Consumers should know their rights and to be able to find their way through the maze of information to which they are exposed in the Internal Market. That means that consumer education should develop skills, which enable the individual consumer to act in the market.

Consumer education must offer the consumers some market-oriented tools. It should provide them with basic skills and more general understanding and knowledge of the rights and obligations that apply in a modern market. Consumer education has to promote pupils' independent thinking, critical awareness and ability to be active in the role of consumer. Pupils should be aware themselves as consumers and also should be aware that to be active in the role of consumer that means to know not only rights, but also obligations of consumer.

To know the rights and obligations that means to be acquainted with the content of the most important laws, regulations and certain procedures. For example it is necessary to know that consumer is entitled to bring a complaint against seller within the certain period of the time and that there is certain procedure for submitting of consumer claim.

Pupils also should be familiar with general rules on agreements and contracts. A producer, seller or service provider shall have an obligation to introduce the consumer with true and complete information on quality, safety, price, guarantee obligations and opportunities of guarantee repair, instructions for use of the offered goods or services. The law specifies that in contracts between consumer and producer, seller or service provider, the parties have equal rights. If this principle is not observed in the contract, then it may be considered as unfair contract terms. A contract term which has not been negotiated between the parties individually shall be unfair, if it in contradiction to the requirements of good faith leads to a significant disparity between the rights and obligations of the contracting parties to the consumers' disadvantage.

There are some specific types of contract such as doorstep selling, distance selling and timeshare contracts. Regulations specify the information, which shall be given to the consumer by the seller or service provider. Regulations also provides for withdrawal rights for consumer for certain period of time.

Pupils also shall know the rules for product labelling. The information provided in the labelling shall be easily seen and understandable, it shall objectively reflect safety or harmlessness and quality of a product. The labelling shall be indelible, clear and any other written information, picture or sticker shall not cover it. There are specific categories of goods, which require specific labelling and therefore a number of regulations are issued.

It also very important to be aware of rules on financing and different forms of payment.

Name	Marek Karp
Institution	Academy of Humanities and Economics in Lodz
Address	Ul. Rewolucji 1905 nr 64, 90-222 Lodz, Poland
Contact details	Email: mkarp@mail.iw.lodz.pl Fax: + 48 42 631 50 32
Title	Vocational Education of teachers and professors to teach the consumer knowledge within school system
Presentation OR paper OR symposium (Please indicate which)	Presentation
Theme which your proposal deals with	Consumer Education
	<p>REMEMBER TO ATTACH A PROPOSAL/ABSTRACT of 250 words in narrative form</p> <p>The aim is presentation of the Leonardo Project focused on consumer education.</p> <p>The target group of the project includes secondary school teachers teaching civics, and teachers in higher education as well as their secondary and undergraduate students acquiring new knowledge. The project aims at elaborating auxiliary material for teacher training supporting the teaching of consumer knowledge.</p> <p>The project creates a two-tier teaching material: firstly, material completing the civics subject in secondary education and, secondly, based on the previous one, auxiliary material for the higher education, namely higher level material for consumer knowledge with special skills extension. Special skills comprise the extension of legal background, the extended version of institutional background, food and non-food knowledge including knowledge of wares, quality management and detailed information on EU-labelling and labelling in partner countries, and the conditions of putting goods into circulation.</p> <p>Teaching of consumer knowledge fills a gap both in secondary and higher education. During the EU-accession negotiations, consumer protection, product safety, the question of product liability, problems of environmental protection, food safety issues and trade agreements proved to be among the most problematic issues both in Hungary and other CEE countries.</p> <p>The project will, on the one hand, result in teacher education together with the due curriculum supplement with methodology for both secondary and higher education. On the other hand, the curriculum supplement will be available in printed form for secondary schools and on CD-ROM for the higher education.</p>

Name

Maria Sosnina

Institution

University of Latvia, Faculty of Pedagogy, Doctoral Studies

Address

Dzirčiema Str.59-84, Riga, LV-1055, LATVIA

Contact details

Email: pechi@navigators.lv

Presentation

Theme

Responsibility as a Result of Socialisation

Abstract

The article deals with the problem of street children in Latvia. This phenomenon appeared during the period of transition to a free market economy, when families and children were exposed to various types of risks such as unemployment, low wages, high public utility payments.

The aim of the article is to show the impact of informal social institutions on socialisation of an individual, on the process of gaining social experience by adolescents, integrating their social experience into the system of their values and orientations, acquiring the norms of shared responsibility, self-control, skills to live and socialise in a group.

As long as individuals are growing and developing under the influence of other people, are adapting to perform in society definite duties, they can feel that they may be trapped, that they have no control, no ability to respond to reality. Thus they are starting to realize that they are responsible for their conduct, actions and deeds.

Responsibility training based on completing different range of tasks produces observable improvement in behaviour and conduct of adolescents in a peer group.

The experiment was held among the risk group adolescents, the street children, who attend the Riga Christian St. Nickolaus Children's centre. It showed that in most cases the adolescents after several years of having participated in different types of activities designed for their education, socialization, recreation, health and social care, well-balanced nutrition – all this on the background of responsibility training – were able to learn to take responsible control of their lives.

Paper Title

Individual Responsibility on the Adequacy of Retirement Income

Abstract

Population ageing is challenging social security systems financial sustainability. Recent reforms rely on the diversification of the sources for retirement income and the development of private pensions as a complement to public schemes. The paper presents these reforms in Portugal and analyses the role that individuals are supposed to assume. Additionally, the paper considers the problem of individuals' capacity to protect themselves adequately in the absence of proper financial education and consumer regulation.

Maria Teresa Medeiros Garcia

The Challenge of Consumer Education in a Semiperipheral country: Dictatorship; Revolution and 'Participatory Democracy' in Portugal (1974-2004).

Mariana Dias

Escola Superior de Educação de Lisboa

Portugal has undergone profound political and cultural changes in the last thirty years: the end of fifty years of dictatorship; the lengthy and troubled transition to democracy; joining the EU; and the pressures of globalization in a difficult economic climate. These changes have given rise to very specific patterns of development in consumer education in Portugal, including:

- praise of poverty and the prohibition of associativism (1926-1974)
- radical criticism of consumerism and property (middle and late seventies)
- political affirmation of the market economy and 'laissez-faire' in the field of consumer/citizenship education (the eighties)
- the quest for the introduction of citizenship education in Portuguese schools and for the renewal of the strategies connected with consumer citizenship

These patterns will be the main subject for analysis in the present communication and will also attempt to throw light on the specific problem of consumerism in semi-peripheral European countries

The communication is based on studies carried out by the author in the field of citizenship (Dias, 1993; Dias, 2003) and on the results obtained from a recent qualitative study of consumer education practices in Portuguese schools.

Abstract

Marina Marchenoka
Latvian State University, Latvia
Liepajas 25a – 9 Ludza LV-5701 Latvia
E-mail: marina-mar4enoka@mail.ru Fax: +3715745295 +3715781334

Responsibility is one of the most complicated phenomena in the theory of volitional qualities. It is called a “quality of the highest nature” because of its close interconnection with the emotional, moral and world outlook personal qualities. This quality reflects the individual’s aptitude for adhering to common accepted social standards in his or her behaviour, for fulfilling duties and being responsible for his/ her actions to the society and oneself.

Development of responsibility becomes more significant when the child starts going to school. The transition to school studies causes fundamental changes in the child’s way of living. A range of new requirements appears. However, children are not able to subordinate their behaviour to the established rules due to the insufficient development of the volitional qualities.

The present paper contains information on the research made in the primary classes in Latvian schools.

The main objective of the research is to investigate the display of responsibility and development of this quality in primary students in Latvia.

In the paper the author analyses the concept of ‘responsibility’, the manifestation of this quality in primary students in their studies and also examines the methodology of investigation and development of responsibility.

“Sustainable consumption and consumer education: analysis of the Italian situation”

Author: Prof. Marino Melissano, President of the Regional Technical Centre of Research on European Consumption.

ABSTRACT

The author will first discuss the current idea of *sustainable consumption and of health* that, according to the definitions given by the World Health Organization and the European Council, can be no more considered only as *lack of disease*, but instead it has to be regarded as *overall physical, mental and social wellbeing condition*.. Then, the author will move to the description of all Italian and European legislation concerning the introduction of health and consumer education (sustainable consumption included) into schools: the analysis will start taking into account Italian Ministerial Memorandum n. 173 of the 12th February 1970 about *drug-addiction prevention*, and will further analyze the whole legislation until Italian Ministerial Memorandum n. 292 of the 3rd December 1999 concerning *guidelines for the implementation and evaluation of health education interventions*. The European Council's resolution of the 9th June 1986 and the recent White Book will also be examined.

Afterwards, the author will carry out an analysis of case studies and of what has been done until today: since the creation in Italy of Information and Consulting Centers (CIC) until the school planning accomplished through the Plan of School Training Offer (POF), and sustainable consumption activities.

Over the last few years, several actions have been taken, but, since there is still a lack of an organic and homogeneous plan of intervention and a mandatory measure to make compulsory the implementation of consumer education within ministerial school-programs, the conscience of young peoples, compared with the consumer education and the environment, will not change because the teaching of consumer education is subject to the personal undertaking of teachers and to their personally acquired skills. Therefore, as far as information and training for our students are regarded -within consumer education sector- nothing has changed yet.

Given the current situation, a brand new project is necessary. It should lead all stakeholders to the sharing of experience, knowledge and best-practice, as well as bring what for now is just theoretical into practice.

Training of Consumers for Taking Responsibility in Connection with Requirements of Everyday Practice

Nadezda Klabusayova

Marie Mikusova

Technical University Ostrava, Economic Faculty, Czech Republic

In this paper we are covering some changes of the practice of enterprise management and in connection with this we are covering the fundamental problems in the **preparation of consumers for taking responsibility**. In last decade our knowledge in the area of social responsibility improved, however, this knowledge is still very scattered and not unified. It is necessary to combine individual findings and on the basis of the knowledge collected in past to create a complex, in practice usable theoretical system, which would be a basis for quality preparation of social responsible future and also present not only consumers but also these who are standing on the other side – enterprises and their managers.

The problem of responsibility in this time is even more pressing if we realise that the economy is not the only region which abides the absence of social responsibility. From all the sides we are facing many societal, political, cultural and also ethical events connected with responsibility. As an example can serve our health care system, education, police, judicial system, the crisis in the perception of our own personality or the crisis of values.

In last year, the social responsibility has been discussed more and more. There are also many discussions about the system of training and the appropriate preparation for taking responsibility. Therefore, the significance of school education is growing, mainly at higher levels.

Keywords: social responsibility, education, consumer

New tendencies and directions of consumer protection in Bulgaria

Assoc. Prof. Nedjalka Georgieva
Chief assist. Prof. Violeta Peteva Laskova
Varna University of Economics, Bulgaria
77, "Kniaz Boris I" blvd., Varna, Bulgaria
Email: v.laskova@mail.bg ; laskov@festa.bg
Fax: ++359 52 643360;
Tel.: ++359 52 660411

The consumer protection in Bulgaria has some traditions, which are well known to the citizens of Bulgaria already before the period of transition (1989). The established state (public) form of protection are the economic regulation laws and the technical standards.

The new state requirements are fully in support of consumer protection. The most significant base of consumer protection is the Law of consumer rights protection and trade rulls since 1999.

The new tendencies in the consumer protection activities find expression in the indication of management system of consumer protection. They argue the reasons, which necessitate the actualization of the former model. It is indispensable that this model is in harmony with the real life problems. They indicate the future areas of improvement in the field of consumer protection activities under the conditions of market economy and competition.

Challenges facing Consumer's responsibility, information and education towards organic products

Yuliya Dzhabarova, Nelly Bencheva
Agricultural University of Plovdiv, Bulgaria

Food production, distribution and consumption are factors highly influenced by trends in product characteristics, production, technologies, consumer's product attitude, consumer's awareness and responsibility in the process of purchase decision making.

These factors determine as well the production and consumption of organic products and require investigating consumer's attitude and behavior, availability of enough and up-to-date information and knowledge about them.

The consumption trends of organic products are influenced by world-wide processes like: globalization, human's nutrition, maintaining ecological balance, population health, reliable information systems and virtual network. All these questions are of great importance for the Bulgarian agricultural economy, which is in a transition period, adapting to the European market and consumers' requirements. The country's natural soil-climatic conditions favor the organic production reinforced by government agro-eco policy and legal environment.

The main goal of the article is to give knowledge about the main factors determining and influencing the consumer's willingness to buy organic products, awareness, motivation and conviction. The presented theoretical consumption model could serve as an instrument in the decision making process at different levels: government, industry and consumers within the organic sector.

The Internet and the public sphere.
Promises and prospects for the consumer citizen

By Nkosi Ndlela, Høgskolen i Hedmark, ØSIR

In the last few decades the world has witnessed great transformations in the information and communication technologies. Patterns of development associated with changes and innovations in ICTs have led to the emergence of what is generally referred to as the Information Society. The convergence of previously segregated fields of computing, telecommunications and broadcasting and the introduction of more sophisticated, innovative technological systems have become a common feature of the information society. The computer communication technologies, centred around the Internet and their capacity for instantaneous global communication, have provided new frontiers, not only for communication but also for production and consumption. What are the implications of the new information and communication technologies on the everyday lives of citizens, on business, corporations, governments, civil society, the democratic process etc.?

The main purpose of this paper is to explore the prospects and opportunities for participation presented by the Internet. Can the Internet be used a constructive tool for citizen participation? Does the internet constitute a public sphere? The paper will explore the Internet's great promise to promote public discourse and a free flow of information. Information is essential for participation and the Internet makes information more accessible than ever before. The paper argues that the Internet has a potential for empowering smaller communities, individuals and minority groups, enabling them to widely disseminate their information, ideas and messages to a global audience as well as access an endless library of information and entertainment from around the world. It also argues that the Internet is generating new contexts of public communication, whether as frameworks primarily for consumption, production or for citizen participation. The citizen is not only a consumer but also a producer. The conclusion reflects on new questions that have been raised concerning the impact of the Internet on the spaces for public discourse and participation.

Pavel Hrasko, Association of Slovak Consumers & Consumer Institut EU:

“From traditional dilemma to new phenomena: 15 years of active Slovak consumerism – referenced space for consumers citizenship society inside Europe, based on partnership.”

ABSTRACT

This paper is based on presentation of Slovak consumerism, creating and development professional Slovak consumer market through fifteen years living history, showing the specific development, as well as common tendencies, typical for euro consumerism and consumer movement as the whole.

This anniversary creates possibility for jubilee recapitulation, active cooperation and project partnership together with presentation of the main values, which create the platform and basis for building consumer citizenship society.

The consumer movement in such context shows and documents the main philosophical change - from traditional dilemma to new phenomena. Phenomena, based, directed, develop and manage through real responsibility of individual consumers, communities, mixed partnership and all other state representative subjects, as well as NGO s platform - involve in and progressing through consumer citizenship society.

Based on Nordic consumer education model, German consumer information system basis, European standard certified professional training for consumer management, develop and adapted for Slovak environment and consumer needs. Traditional national umbrella – as full concept, full service and the whole territory, covering consumer information and education, counselling and consulting, protection as well as professional lobbying, mediation and development new project activities. Serving and guarantee the Slovak standard consumer education system and standard Visegrad consumer education model platform, together with Consumer institute, Association of Slovak Consumers and University of Economics, together with running and creating new euro project partnership and neties - this is the real face of Slovak consumerism, represented through green apple ASC image – Association of Slovak Consumers -, as national professional consumer markets leader and representative of BEUC, ANEC, Consumer International, and others.

Sevgi Kalkan (PhD)
Institution *Maltepe University /*
Address *Marmara Egitim Koyu. 34857 Maltepe / Istanbul / Turkey*
Contact details
Email: sevgikalkan@maltepe.edu.tr

Fax: + 90 216 626 11 13

Could the “Responsible Care” initiative of the global chemical industry be a case model to all other industries to increase the awareness and social involvement in the consumer citizen?

Collaboration between government, business and individuals is vital to moving forward with sustainability. “Responsible care” initiatives promotes mutual support between companies and associations through experience sharing and peer pressure, replacing the competitive approach of the past in health, safety and environmental areas. Starting in 1985 in Canada, this initiative have been spreading in many countries by identifying good management practices thought the publication of codes and guidance documents that help to drive continuous improvement in its manufacturing process and products to protect people and the environment, underpinning the chemical industry’s contribution to sustainable development. This study aims to discuss the recent results about implementation of Responsible care initiative in Turkey’s chemical industry in terms of community awareness and emergency response, pollution prevention, process safety, distribution and employee health and safety. The paper will give information about how Responsible care encourage companies and associations to inform their publics about what they make and do, about their performance including reporting data and about their achievements in Turkey. Responsible care performance is evaluated by an NGO named TKSD in Turkey. Annual facility visits are carried out by the TKDS and codes of management practices checklist is completed by the companies and TKDS staff. Member companies present case studies and offer site visits for students. Meetings and workshops held regularly for members by TKDS. The objective of this paper whether “Responsible Care” of the chemical industry could be a model to all other industries to increase the awareness and social involvement in the consumer citizen by examining the Turkey case.

ENVIRONMENTAL POLICY AND MANAGEMENT IN FOOD INDUSTRY – TWO OF THE BASIC ASPECTS OF GLOBAL SOLIDARITY

Asst. Prof. Dr. Tsvetko V. Prokopov, Sen. Lecturer Tsveta Horeva, Prof. D.Sc. Stoyan S. Tanchev

University of Food Technologies, 4002 Plovdiv, 26 Maritza Blvd., Bulgaria
e-mail: uft_plovdiv@yahoo.com

Abstract

The environment continues to degrade globally. The food industry has its specific significant ecological impacts. In the past, companies have often introduced processes without considering their environmental impact. They have argued that some level of pollution must be accepted if reasonable rates of economic growth are to be achieved. This argument is no longer valid.

The basic environmental problems of food industry are the extensive use of raw materials, high energy consumption level, high water consumption rate, considerable waste water disposal and generation of large amounts of non-reused and non-recycled waste, including waste from packages.

In this paper, environmental policy and management in food industry are defined as an integrated preventive environmental strategy aimed to increase overall efficiency and reduce the risk to consumers and the environment, and as two of the basic aspects of global solidarity which are essential on the way to sustainable development. This strategy can reduce or eliminate the need to trade off environmental protection against economic growth, occupational safety against productivity, and consumer safety against competition in international markets.

Name	Assoc.Prof. T.Atanasova PhD, Assoc.Prof. V.Dimitrova PhD
Institution	University of Economics – Varna
Address	Bulgaria, Varna- 9002 Bul."Kn.Boris I" 77
Contact details	Email: t_atanasova@mail.ue-varna.bg Fax:
Title	ONE LEARN APPROACH FOR STIMULATING SOCIAL RESPONSIBILITY OF BUSINES
Presentation OR paper OR symposium (Please indicate which)	Paper
Theme which your proposal deals with	The information society
ABSTRACT	<p><i>The purpose of the paper is to present an approach for stimulating the business, as a part of economic system, to be responsible for creating the consumer citizenship society. The social responsibility of business steams from the main business interest of superior performance and creation of sustainable competitive advantages.</i></p> <p><i>This learn approach is based on the theory of developing the sustainable competitive advantages and intelligence information technology. The paper includes the main kinds of software, applied in the learning process.</i></p>

Is There a Place for the Truth in Information Society?

Tadeusz Hryniewicz*, Zdzisław Pluta**

Technical University of Koszalin, Raclawicka 15-17, PL 75-620 Koszalin, Poland

*Head of the Division of Surface Electrochemistry

*SOCRATES Institutional Co-ordinator

** Division of Precision Mechanics, Confraternitas Linguae Polonicae

E-mail: thdhr@tu.koszalin.pl

ABSTRACT

In the information structured society the question of providing scientific truth is getting more important than ever. The environment seems to be filled with a variety of different information. It is not always true which arises from the freedom of declaration, without any review or evaluation. The definition of an information society could be that one which is in a constant hurry. There is no reflection, stopping and contemplation to reveal a truth which is swathed/wrapped up with a cover of false and flaw. That society even does not try to penetrate with its senses to the essence of the matter. "Give a proper word to the thing" (Cyprian Kamil Norwid) seems to be anachronic these days. Mind discipline and language precision are often washed out or scattered (with analogy to fuzzy sets) during exploitation of "civilization revelations": computers, TV sets, cells (telephone cells), etc.

The roots are on the border of philosophy. This is it that learns us mind discipline and language precision. The philosophy is said to be very important for the education process of the youth. Information epidemy, however, tries to talk down/jam this by exposing the "specialization barbarity" instead. Professional knowledge delivers much information about a small section of a phenomenon, without delivering tools to understand the reality crossing the borders of a selected discipline.

The purpose of this work is to present the critics of some existent theories which sound to deliver knowledge of reality and in fact they deform it.

Thor Øivind Jensen Thor.O.Jensen@aorg.uib.no
Dep of Administration and Organization Theory
Christiesgt 17
N 5014 Univ of Bergen, Norway

phone +47 55 58 21 53 (includes answering/message system)
home: +47 55 20 22 48
fax +47 55 58 98 90
mob: +47 908 47 064
Short written messages to 90847064@mobilpost.com

Title : The construction and value profile of consumer citizenship.

(for group 3 or 5)

The paper will deal with three topics to discuss evolvement of a sustainable *) consumer citizenship

1. The construction of "Citizenship", some historical lessons
The gradually development of political citizenship to new groups have always been processes of discussion of "responsibility" and conflict over legitimacy. The literature on universal voting rights and general rights for black people in the US, for women and for workers reveal some patterns both over the validity of the counterarguments at the time, the political processes of establishing a legitimate base of rights and the evolvement of consciousness and collective organization and action patterns. In this millenium the cultural and political processes are stirring up a vast menu of cultural platforms for citizenship (ethnic, sexual, environmental, disability related, consumer etc) while at the same time dissolving the firm and lifelong defining powers both of these new platforms and the classical ones (nationality, worker, owner). At the individual level the gradually construction of an actor with values must be discussed as well as the role of "rights" as the platform of citizenship development

2. The special challenge of a modern consumer citizenship

The joint processes of globalization, market power/neoliberalism and individualization have made the role as a consumer extremely more relevant for both forming the private life and influencing society. But in most countries the consumer role has a weak backing in organizations, political parties and political culture, a fact that is also hitting back on the identity and awareness of the citizens as consumers. Often the consumer has been a object for paternalistic influence projects on behalf of different values and interests. The citizenship as consumer actor therefore has to be built, evolved, constructed around some values and action options. This can also be seen as deepening of democracy, reaching down to daily life and linking it to social values in new ways.

3. The values and activities of consumers

In this part I will discuss the available empirical (also from my own research) facts on consumer values and actions. This both includes the values behind the daily consumption and more organized campaign-like actions. The general picture is one of rather considered and worried consumers on values like security, health, environment and solidarity, at least compared to other power structures (national parliamentary or corporate or worker union power). This is, however, contested and some of the literature on several sides will be commented, including the debate on "womens shopping behaviour"

In the final discussion I will focus on the construction and nature of consumer power and how it is dependent on rights and public regulations as well as the limits for this citizenship and its role in the total democratic network.

*) the concept of sustainability on this context is both referring to the establishment of a role that is lasting and have some clear value foundation and links to politics as well as the nature of the involved values, This will be developed in the paper and is linked in other publications and projects

PhD.,prof.Velta Lubkina
Mg.oec.,lecturer Liga Danilane
Rezekne Higher Education institution ,
Latvia

Abstract for CCN conference 26-27 May,2005 in Bratislava, Slovakia

Consumer rights to be informed and their provision

Consumer education is a process, in which people learn to do shopping, use packaging and remains of goods appropriately, use services to satisfy their needs etc. Teacher implements the curriculum of consumer education at school and teaches the new consumers to make decisions, be independent, disciplined as well as informs them as consumers by providing them knowledge and provisions on consumer legislation, individual finance, advertising and persuasion, consumption and environment, etc. Thus, teacher has an informative function enabling to provide basic knowledge in the respective sphere and other spheres for the diverse society.

The arts and crafts teacher training study program at RHEI (Latvia) contains a study course “Pedagogical and Social-Economical Aspects of Consumer Education” (6CP). The study course gives a possibility to inform prospective teachers not only about the content of consumer studies in comprehensive schools, but also provides broader knowledge about the place and role of consumer education in the whole educational system, where education is viewed as one of the dimensions of national development enabling to develop skills to integrate into the European Union.

There was conducted a pedagogical experiment among the prospective teachers at Rezekne Higher Education Institution. The questionnaire showed that this study course has a crucial role in informing the society about consumer issues. In addition, it demonstrated the importance of various methods, for instance, projects for using the EU offers in order to facilitate consume education and rise in living standards. Overall, it indicated that consumer rights to be informed are fulfilled by providing knowledge in the study course mentioned above. It, in its turn, ensures consumers’ duty to be aware.

Knowledge of consumer rights influence on decision making

Vija Dislere

Latvia University of Agriculture

Institute of Education and Home Economics

Abstract

Acquiring knowledge of consumer rights and responsibilities is of a significant importance in Latvia - a country following globalization trends at high-speed. It is necessary to adapt (increase/improve) continued education within consumer science. Increasing freedom of choice on everyday consumption level increases the need for education of consumer rights and responsibilities.

Consumer education prepares individuals for developing skills, concepts and understandings required for everyday life to achieve well-being and to provide life quality securing own personal needs. Flexibility of the individuals and new skills must be learned throughout the career, not just during school education. Current education situation in Latvia shows insufficient adaptation to actual market needs.

The aim of the research is to investigate how does the acquiring knowledge of consumer rights influences decision making, seeking to clarify the conceptual and structural underpinnings of the model of consumer reasoned and responsible action; how does consumer decision making context contribute towards a better understanding in this area. An informed, educated and empowered consumer will strengthen the market place to benefit both consumers and business, particularly for the EU new member states where the single market will have a significant impact.

The evidence of progress of consumer science adaptation process is the EU Socrates Grundtvig-2 EmRuCo (Empowering Rural Consumer) project with three participant countries- Latvia, Estonia and Austria. It is on going to produce research work about special educational needs for rural consumers and to prepare teaching materials for adult consumer education.

Key words: consumer education, adult education

The Development of Readiness for Self-implementation

Zoia Chehlova Latvia University
Mikhail Chehlov Saratov University

Abstract

The problem of individual social and citizen responsibility is becoming the most topical one in education and upbringing under the new conditions of the socio-political life in Latvia. Responsibility is viewed upon as an integrated personality feature which includes motivation (will, interests, values, and aims), individual personal abilities, and ways of self-implementation.

The development of responsibility is carried out on the basis of realization and correlation of 'I want – I can – I am – I demand' (individual variations are determined by the systems of values).

Responsibility is formed according to the demands which are imposed on a person.

The next step in personality development is the addressing a set of demands towards oneself. On the basis of developed reflexion a person gets an ability of seeking the motivation for his/her actions in oneself, not in other people or circumstances.

The development of responsibility is enhanced by such organization of educational process where a person's interests are taken into account; a pupil's strife for conscious creative activity which leads to self-implementation is respected. The experiment was carried out in the Pushkin Lyceum in the Psychology-Pedagogy Department. We investigated the development of responsibility and self-implementation of the Lyceum students in the process of pedagogical practice. We have determined a tendency when the responsibility for others (primary school pupils) influences the development of personal self-implementation.

The aim of the article is to determine the influence of responsibility in the development of a Lyceum student self-implementation.